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ABSTRACT

This study on articulation and requirements for transfer into 4-year institutions serves junior college students, faculty, and staff as a counseling aid and reference text. Questionnaire responses from a random sample of 200 colleges and universities accredited by the Southern Association of Colleges and Schools show that: (1) for transferring D credits when the applicant has an overall C average and the AA degree, 48 percent of the respondents would take the D grades (50 percent qualified acceptance) and 52 percent would not; (2) on repeat hours, 42 percent reported they did not count hours attempted every time a course was repeated, while 58 percent did so; (3) concerning requirements for continued enrollment at the institution, 30 percent required a C average and 64 percent granted good academic standing with less than a C average up to graduation (graduation requiring an overall C average); (4) for a student without the AA degree, or at least a C average on all work attempted, even if the student showed some potential for completion at the institution, 40 percent felt they would not grant him conditional admission, while 60 percent said they would grant some form of conditional admission; (5) respondents have varying numbers of on-campus and off-campus living spaces available for transfers into their junior class in the fall (five schools did not respond to this item).

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A STEP AHEAD

by Darrell H. Nicholson

JC 710 225

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 27 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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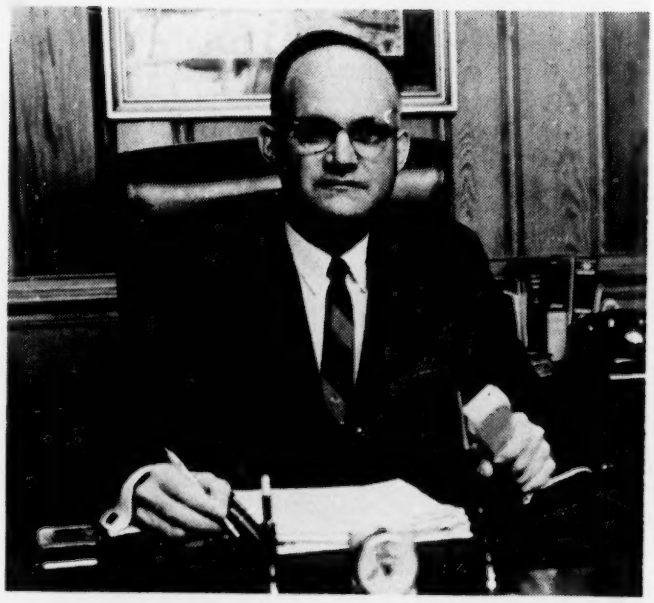


Dear Reader:

The contents of this book represent the results of original research on the part of Mr. D. H. Nicholson, Registrar, Chowan College. It is our judgment that counselors, prospective students and their parents, and others will find the information both informative and helpful.

The information on which the research is based came from questionaires supplied by an appropriate representative of institutions located primarily within the bounds of the Southern Association of Colleges and Schools, our regional accrediting agency. In all cases, the information is believed correct but neither the author nor Chowan College can or does vouch for current accuracy in each and every case. On the other hand, it does represent a wealth of information which does answer pertinent and often asked questions.

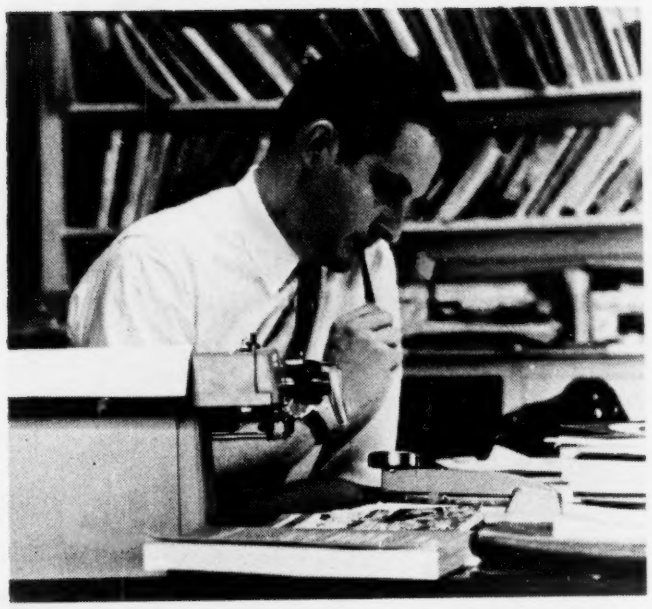
Chowan College and, indeed, the higher educational community within this region owe Mr. Nicholson a debt of gratitude for his research and contribution in an effort to meet the need for a resource and guidance relative to the transfer of students from a two-year (junior or com-

munity) college to a senior college or university. For instance it sheds light on the all stated fallacy that one "loses credits" or "grades are lowered" when transferring from the two year to the four year institution. But the distinctive value of this volume is that it relates in part the official policy of many individual senior colleges and universities as regards the basis whereby they can and will accept the graduate or transfer from the two year college.

Chowan College, through its famed Graphic Arts Department, has both printed and makes this volume available to the higher educational community. We hope and believe that it will help to fill a gap which needs to be filled.

Very sincerely yours,

Bruce E. Whitaker, President



Dear Reader:

In anticipation of collecting meaningful information for use in counseling students, the Registrar's Office here at Chowan College has periodically introduced studies which have helped significantly to prepare the two-year Chowan student to transfer to a reputable senior institution after his successful completion of the requirements for the associates degree. Generally, these studies have been initiated through questionnaires which have been sent directly to the Directors of Admissions of senior institutions. These various questionnaires have presented inquiries which would require careful and studied responses addressed to pertinent problems inherent in transferring from junior or community colleges to senior colleges and universities. Hence, A STEP AHEAD is, in the main, a compilation of such a study, one introduced last summer, 1970.

Because of the demand outside of the Chowan College community for such information which has proven to be of significance to the on-campus counselors, it has been decided by the President and staff of the College to make this publication available to high school counselors

and junior or community college students (prospective or otherwise) who would benefit from the information compiled. Since so many of the problems encountered by the Chowan students are identical to those encountered by students of most two-year colleges, it has also been decided that this text should be made available for anyone in a position to counsel a student about to enter a senior institution. Therefore, although the text is directed to problems which the Chowan student may have encountered, it clearly directed to problems which are inherent to any prospective transfer student now attending a two-year college.

With the above in mind, the community of Chowan College invites your attention to the following pages.

Very sincerely yours,

D. H. Nicholson, Registrar
Chowan College
Murfreesboro, N. C.

Preface

A STEP AHEAD is the result of responses to a questionnaire which was mailed by Chowan College to two-hundred colleges and universities during the summer of 1970. These institutions, accredited by the Southern Association of Colleges and Schools, were to submit responses to five inquiries which addressed themselves to problems of significance to junior college and community college students who plan eventual transfer to senior colleges and universities.

Although it and its responses will be discussed more thoroughly in the following chapters, the questionnaire can be introduced here as evidence of the continual need for current information relative to the problems of student-transfer from the junior or community colleges to senior institutions, both colleges and universities. Indeed, the responses, as they will be presented in the next chapters, clearly signal a need for constant research in this area so that both the counselor and prospective transferer can have the most relevant information at their fingertips.

Therefore, with the above statements lending some direction, this reference will be an effort to communicate to the student and counselor researched information which will be of importance to them during the student's tenure at a two year college and to his future elsewhere when he has finished his work for the associates degree.

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One subject with which we may wish to begin, and a subject probably most important at this early point in our study, involves the necessity of the student's completing work already started at a two-year college.

When an applicant is accepted for admission to Chowan College and, we would imagine at most two-year colleges, it is automatically assumed by the Director of Admissions and the Committee on Admissions that the prospective student intends to pursue work in a curriculum which will lead to a degree or diploma. Of course, whether or not a student does this can be, to a large extent, his own decision. However, we as members of the faculty and the administration of Chowan College strongly recommend that a student stay in a degree program and get that associates degree, especially if he intends to continue his education at a senior institution. We recommend completing work for the two-year degree because we know that, increasingly, senior institutions are requiring transfer students from junior and community colleges to hold the degree before they are admitted.

Accordingly we may see this as a distinctly growing trend in the admissions offices of more and more senior institutions as the two-year programs become more widely accepted and respected. For instance, many senior colleges and universities are attempting to initiate with many junior and community colleges what is referred to as "direct transfer agreements." Under these agreements a senior institution, generally, adopts a more liberal attitude to the holder of a two-year associates degree. Hence, the senior institution, under such an agreement, may place the two-year college graduate into its junior class, though the student's transcript may actually show some "D" course work and though it may have on it some courses which are not offered at the latter senior college or university.

Still, discounting the possibility of direct transfer agreements between junior or community colleges and senior institutions, there is a growing number of the latter which are recommending that the student complete his degree program at the

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two-year college before he transfers. For instance, the University of North Carolina at Charlotte recommends and offers advantages to the holder of an associates degree in a college parallel program.

One clearly emerging advantage of having the associates degree concerns the transfer of 'D' credit: an increasing number of senior institutions are beginning to consider the acceptance of 'D' course credit in transfer providing, generally, that the student applicant has an over-all 'C' average on work attempted and the Associates degree. For example, Radford College in Virginia, Mississippi State University, The University of Texas at Austin, Florida Southern College, along with East Tennessee State University will accept 'D's' in transfer if the courses are reciprocal to ones in their curricula and if the student has an over-all 'C' average and-or the associates degree.

Since approximately 80 per cent of the 'college parallel' enrollments of many two-year colleges, investigated by this writer, do anticipate eventual transfer to senior institutions for work toward the baccalaureate, this 80 per cent should address itself early to some of the questions involved with transfer.

One of the more important questions is whether or not an individual should plan to complete a particular degree program at the two-year school. Those of us involved professionally with higher education in the two-year junior and community colleges feel from experience that those students who plan to transfer to four-year institutions should first earn their associates degree. In line with some of the above statements, the next chapters will, among other things, introduce and summarize the responses to a questionnaire, responses elicited for their aid in counseling students about transfer from two-year colleges to senior institutions.

This reference text or manual consists of six chapters which will direct themselves to problems common to most prospective two-year college transfer students who are presently enrolled in the junior or community colleges. In the next five chapters

(Chapters I through V), there will be a review of a questionnaire mailed this past summer (1970) to 200 senior colleges and universities randomly selected from those institutions accredited by the Southern Association of Colleges and Schools: Chapter I will present a general introduction to the questionnaire and present the responses to the first inquiry:

(1) What is your current policy concerning 'D's' in transfer when the applicant has an over-all 'C' average and the associates degree?

Chapter II will introduce and discuss the responses to the second inquiry of the questionnaire:

(2) What is your present policy concerning repeat hours? (In other words, do you count as hours attempted everytime that a course is repeated or do you count that course only once?

Chapter III will introduce and discuss the responses to the third inquiry:

(3) What are the requirements for continued enrollment at your institution?

Chapter IV will be a discussion of the responses to the fourth inquiry:

(4) Would you be willing to grant "conditional admissions" to any student without the associates degree or at least a 'C' average on all work attempted if that student, in your estimation, might show some potential for completion at your institution?

Chapter V will introduce and discuss the fifth and final inquiry of the questionnaire:

(5) Approximately how many on-campus and off-campus living spaces do you have available for transfers into your junior class next Fall?

The sixth and last chapter will summarize the study.

Included as an appendix to this reference will be some material which the counselor can feel free to use if he wishes to direct students to investigate Chowan College as a choice for the first two years of higher education.

This publication is intended to serve as a ready-reference for the counselor or two-year college student (prospective or otherwise) who may want a handy and concise guide through some of the problems which may be encountered when a student of a two-year college attempts to transfer to a senior institution.

In no way can the compiler or Chowan College assume any responsibility and liability for any misconceptions or misinterpretations or for any information which may not now be applicable due to recurring changes taking place with the admissions policies at most senior colleges and universities today. It is strongly suggested by this writer that if an individual has any questions concerning the admissions policies of a particular institution, he should contact the Director of Admissions of the institution in question. Only that official can answer, with any degree of certitude, questions which the reader may have. Again this publication is only a ready reference and does not purport to the final or official word of any agency.

This writer wishes to acknowledge and to thank Dr. Bruce E. Whitaker, President of Chowan College, and Mr. Herman W. Gatewood, Director of the Chowan College School of Graphic Arts, for their invaluable assistance in getting this material into print. The efforts extended in compiling the material for publication were appreciably facilitated because of their competent and kind advice.

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Chapter One

Institutions Listed According to Their Policies Concerning the Transfer of 'D' Credit

As it has already been partially introduced, this is the first of a series of chapters concerning a study started this last summer which involved attempted contact by Chowan College with 200 colleges and universities accredited by the Southern Association of Colleges and Schools. This attempted contact was initiated through the use of a questionnaire involving the five inquiries listed below:

1. What is your present policy concerning 'D's' in transfer when the applicant has an over-all 'C' average and the associates degree?

2. What is your present policy concerning repeat hours? (In other words, do you count as hours attempted everytime that a course is repeated or do you count that course only once?)

3. What are the requirements for continued enrollment at your institution?

4. Would you be willing to grant "conditional admissions" to any student without the associates degree or at least a 'C' average on all work attempted if that student, in your estimation, might show some potential for completion at your institution?

5. Approximately how many on-campus and off-campus living spaces do you have available for transfers into your junior class next Fall?

These specific questions were asked so that we at Chowan College could provide the most current and, therefore, best possible information for our students who would be completing their work here and eventually transferring to senior institutions to finish work for the baccalaureate. The preceding questions were also used because they more clearly define the problems which a majority of transfers from two-year colleges most often encounter in their efforts to move into senior institutions.

Of the 200 colleges and universities mailed this questionnaire, 148 (or 74 per cent of the total mailings) actually responded. And of the 148 institutions or 74 per cent who responded to the questionnaire, 21 institutions (or a little over 14 per cent of the total respondents) returned the questionnaire with incomplete answers or with a notice that the information which was being released was to be restricted to a counselor's use and was not for general release. Among this latter group were also respondents who indicated that their policies concerning the admissions of junior college students were under examination and, therefore, not yet formulated for dissemination to the students wishing transfer information.

Hence, of the 148 responding institutions, 21 responses were not used in this study. In other words, this would mean that 127 institutions (or over 85 per cent of the total respondents) presented answers which are to be used in this manual.

Referring directly to Question 1 concerning the acceptability of 'D' course work, of the 127 respondents used in this study, 61 institutions (over 48 per cent of the total respondents used) indicated that they would take 'D's'. However, of this group of "Will Accepts" 30 institutions (or almost 50 per cent of the total "Will Accepts") added some qualification which could, perhaps, preclude outright acceptance even with the stated

qualifications of the question. Hence, this would also mean that 50 per cent of the "Will Accepts" could clearly accept 'D' work under the qualifications cited in Question One.

Also of the 127 respondents used in this study, 66 institutions (or 52 per cent of the total used) indicated clearly they would not accept 'D' credits under the qualifications or circumstances cited in Question One. However, it should be mentioned that 17 institutions or almost 26 per cent of the total "Will Nots" added some qualification which could lead to a possibility of receiving some kind of credit for, at least, completing the course requirement, if not actually receiving hours and quality points. In any case, the qualifications are cited with the "Will Nots" so that the reader can draw his own conclusions.

Listed below in separate groups are those colleges and universities which "will" and "will not" accept 'D' credit or course work. GROUP I includes only those responding institutions which indicated they "would accept" 'D' credits or course work under the qualifications or circumstances cited in Question One. If any of the institutions in GROUP I had any other qualifications which they cited with their responses to the question, those qualifications have been included with the respective institutions. GROUP II includes only those institutions which indicated they "would not accept" 'D' credit or course work under the qualifications or circumstances cited in the question. Also, any further qualifications which these institutions may have cited with their individual answers will also be cited with them respectively.

Group I—Those institutions which "will accept" 'D' course work in transfer under the conditions cited in Question 1:

1. Arkansas State University (State University, Arkansas)
2. Atlantic Christian College (Wilson, North Carolina)
3. Austin Peay State University (Clarksville, Tennessee)
4. Averett College (Danville, Virginia) (Will "allow course credit for 6 semester hours of D work. Individual evaluation of transcript and may accept credit of D grades if grade second

semester in a year course shows improvement.")

5. Berry College (Mount Berry, Georgia)
6. Blue Mountain College (Blue Mountain, Mississippi)
7. Campbell College (Buies Creek, North Carolina)
8. Carson-Newman College (Jefferson City, Tennessee)
9. Catawba College (Salisbury, North Carolina) ("We will transfer D grades on a provisional basis. Students who earn a C or better average at Catawba in their first semester of attendance are assured that the D grades earned at the junior college have been transferred.")
10. Coker College (Hartsville, South Carolina) ("We give credit for D grades if an applicant has an over-all C average and makes a C or better in a more advanced course in the same field.")
11. David Liscomb College (Nashville, Tennessee)
12. Delta State College (Cleveland, Mississippi)
13. East Tennessee State University (Johnson City, Tennessee)
14. Eastern Kentucky University (Richmond, Kentucky) ("We usually like to see about a 2.5." (4. equals an A))
15. Florida Southern College (Lakeland, Florida) ("If he qualifies for direct transfer.")
16. Georgia Southern College (Statesville, Georgia)
17. Georgia State College at Milledgeville
18. Greensboro College (Greensboro, North Carolina) ("The grade of "D" is accepted only under direct transfer agreements.")
19. Henderson State College (Arkadelphia, Arkansas) ("Accept all for General College Requirements—not for major-minor or Education courses.")
20. High Point College (High Point, North Carolina) ("We will accept 2 'D's if they are not in one's major area.")
21. Lincoln Memorial University (Harrogate, Tennessee) ("Such "D's" will transfer except in student's major field or in courses not offered at this school.")
22. Loyola University (New Orleans, La.) ("All credits with

passing grades will transfer toward their degree, if applicable.")

23. Lynchburg College (Lynchburg, Va.) (and if course is "currently offered at Lynchburg.")

24. Madison College (Harrisonburg, Va.) ("Yes, if ave. is 2.25 or the applicant has earned an associates degree.")

25. Mars Hill College (Mars Hill, N. C.) ("Grades of "D" are accepted in transfer except in the major. Credit earned on a "D" in a major course could be used toward the total hours required for graduation, but not toward minimum hour requirements for the major.")

26. Meredith College (Raleigh, N. C.)

27. Methodist College (Fayetteville, N. C.) ("We accept D's in courses which fit into our curriculum.")

28. Mississippi State University (State College, Miss.) ("D's will transfer. Student should have "C" average. All F's count in average.")

29. Morehead State University (Morehead, Ky.)

30. Oglethorpe College (Atlanta, Ga.)

31. Ouachita Baptist University (Arkadelphia, Ark.) ("Accept D's except in English")

32. Pfeiffer College (Misenheimer, N. C.)

33. Presbyterian College (Clinton, S. C.) ("D's transfer as meeting course requirements, but not as hours credit.")

34. Radford College (Radford, Va.) ("D-Grades will transfer only as part of the Associate Degree.")

35. St. Leo College (Saint Leo, Fla.)

36. Salem College (Winston-Salem, N. C.) ("No credit will be allowed for work of D grade in excess of six hours. . .")

37. Southeastern Louisiana College (Hammond, La.) ("if earned at a regionally accredited college or university.")

38. Southwestern University (Georgetown, Texas) (" 'D's will transfer as D. However, if the D is in a major or minor area the course must be repeated.")

39. Sul Ross State College (Alpine, Texas)

40. Tarleton State College (Stephenville, Texas) ("Credit

generally accepted at face value if institution is a recognized accredited one; however, no guarantee because of the difference in quality of many educational institutions.")

41. Tennessee Technological Institute (Cookesville, Tenn.) ("Will accept all D's and F's.)
42. Tennessee Wesleyan College (Athens, Tenn.)
43. Texas Women's University (Denton, Texas)
44. Tift College (Forsyth, Ga.)
45. Transylvania University (Lexington, Ky.)
46. Trinity University (San Antonio, Texas) ("D grades do not carry hours of transfer credit, but are listed as 'passed' on record, and need not be repeated. May satisfy general requirements and pre-requisites.")
47. Union College (Barbourville, Ky.)
48. Union University (Jackson, Tenn.) ("If the D is not in a required course, it is accepted.")
49. University of Alabama (University, Ala.)
50. University of Corpus Christi (Corpus Christi, Texas)
51. University of Dallas (Dallas, Texas) "We accept D's in transferable courses if it does not appear damaging to the point hour. E. g., if a student has a C & a D in Freshman English we would transfer the D if the rest of the record is good. If the record is only average we may say 'the requirement is satisfied but you will have to take 3 more credits in another area.' ")
52. University of Houston (Houston, Texas)
53. University of Louisville (Louisville, Ky.)
54. University of Mississippi (University, Miss.) (" 'D's' transfer, but no grade-points are given.")
55. University of North Carolina at Charlotte
56. University of Southern Mississippi (Hattiesburg, Miss.)
57. University of Southwestern Louisiana (Lafayette, La.) ("The University of Southwestern Louisiana accepts all credits earned by the student including those with grade of D in transfer to USL.")
58. University of Texas at Austen
59. Vanderbilt University (Nashville, Tenn.)

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60. Wake Forest University (Winston-Salem, N. C.) ("Generally, we accept D's.")

61. Western Carolina University (Cullowhee, N. C.) ("No credit hours will be allowed toward graduation or toward fulfilling the subject requirement of a major field for a course passed with the lowest passing grade at another institution, but may be used to satisfy a subject requirement in general education.")

Group II—Those institutions which "will not accept" 'D' course work in transfer under the conditions cited in Question 1:

1. Belmont College (Nashville, Tenn.) ("We do not penalize a student with the Associates Degree by including the grades of "D" in his cumulative grade point average.")
2. Benedict College (Columbia, S. C.)
3. Bennett College (Greensboro, N. C.)
4. Brenau College (Gainesville, Ga.)
5. Centenary College (Shreveport, La.)
6. Centre College (Danville, Ky.)
7. The Citadel (Charleston, S. C.)
8. Clemson University (Clemson, S. C.) ("A 'D' transfers to Clemson only on a rare occasion. The department head for the curriculum in which a student is transferring makes the decision in these special situations.")
9. College of the Ozarks (Clarksville, Ark.) ("No D's transfer unless petitioned through Academic Dean.")
10. Columbia College (Columbia, S. C.) ("A 'D' does not ordinarily receive credit.")
11. Duke University (Durham, N. C.)
12. East Carolina University (Greenville, N. C.)
13. Elon College (Elon College, N. C.)
14. Emory & Henry College (Emory, Va.)
15. Florida Institute of Technology (Melbourne, Fla.)
16. Furman University (Greenville, S. C.)

17. George Mason College (Fairfax, Va.)
18. George Peabody College for Teachers (Nashville, Tenn.)
19. Grambling College (Grambling, La.)
20. Guilford College (Greensboro, N. C.)
21. Hamden-Sidney College (Hampden-Sidney, Va.) ("An individual D will not hurt admissions chances as long as "C" over all. No credit for D, however.")
22. Hampton Institute (Hampton, Va.)
23. Hollins College (Hollins College, Va.)
24. Jacksonville University (Jacksonville, Fla.)
25. Johnson C. Smith University (Charlotte, N. C.)
26. King College (Bristol, Tenn.)
27. Lander College (Greenwood, S. C.)
28. Lenoir Rhyne College (Hickory, N. C.)
29. Longwood College (Farmville, Va.)
30. Mary Baldwin College (Staunton, Va.)
31. Maryville College (Maryville, Tenn.)
32. Memphis Academy of Arts (Memphis, Tenn.) (" 'D's' are not transferable unless one has an over-all 'C' average and a Bachelors degree.")
33. Middle Tennessee State University (Murfreesboro, Tenn.)
34. Newberry College (Newberry, S. C.)
35. Newcomb College (Women's Division of Tulane University) (New Orleans, La.)
36. North Carolina State University (Raleigh, N. C.) ("At present N. C. State University does not grant credit for work passed with a grade of 'D'.")
37. North Carolina Wesleyan College (Rocky Mount, N. C.) ("At the present time we do not allow Ds to transfer but do not require that the Ds be repeated in case it happens to be a course that is required for graduation.")
38. Old Dominion University (Norfolk, Va.)
39. Randolph-Macon College (Ashland, Va.) (" 'D' will not transfer as credit, but may satisfy requirement.")
40. Roanoke College (Salem, Va.)

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41. St. Mary's University (San Antonio, Texas) (" 'Credits' will not ordinarily be accepted by transfer from another college if the grade earned was the lowest passing grade there; specifically, where D unless the student has earned a grade of B in another semester of the same subject.")

42. Samford University (Birmingham, Ala.) ("We do not transfer grades of 'D' but do accept them as meeting subject requirements for our degree. This does not apply to English. Our own students with 'D' in English Composition must take a national placement test, score high enough, or enroll in our English 105.")

43. Southern Methodist University (Dallas, Texas)

44. Southern University (Baton Rouge, La.)

45. Southwestern at Memphis (Memphis, Tenn.)

46. Stetson University (Deland, Fla.) ("D's will not be counted unless validated through C.L.E.P. (C.E.E.B.)")

47. Stratford College (Danville, Va.)

48. Sweet Briar College (Sweet Briar, Va.)

49. Texas Christian University (Fort Worth, Texas)

50. Texas Tech University (Lubbock, Texas)

51. Tulane University (New Orleans, La.) ("The College ordinarily grants transfer credit only for courses in which the student has received a grade of C or better and which are applicable toward the degree sought at this College.")

52. Tusculum College (Greenville, Tenn.)

53. Tuskegee Institute (Tuskegee Institute, Ala.)

54. University of Florida (Gainesville, Fla.)

55. University of Miami (Coral Gables, Fla.)

56. University of North Carolina at Greensboro ("We do not grant credit for D grades for transfer students, although in most cases we will consider that they have met the degree or course requirement with non-transferable credit.")

57. University of North Carolina at Wilmington (" 'D's' do not transfer in hours but do as a course requirement.")

58. University of Richmond (Richmond, Va.)

59. University of Tampa (Tampa, Fla.)

60. University of Virginia (Charlottesville, Va.)
61. Virginia Commonwealth University (Richmond, Va.) ("Generally, grades below "C" will not transfer.")
62. Virginia Military Institute (Lexington, Va.)
63. Virginia Polytechnic Institute (Blacksburg, Va.)
64. Virginia Wesleyan College (Norfolk, Va.)
65. Wesleyan College (Macon, Ga.) ("No hours of credit but course, if a requirement, need not be repeated.")
66. Wofford College (Spartanburg, S. C.)

Chapter Two

Institutions Listed According to Their Policies concerning the transfer of repeat hours from two-year institutions

This chapter is the second in a series concerned with the responses to a questionnaire mailed this past summer to a random sample of 200 colleges and universities accredited by the Southern Association of Colleges and Schools. This second chapter deals with the questionnaire's second inquiry:

> **(2) What is your present policy concerning repeat hours? (In other words, do you count as hours attempted everytime that a course is repeated or do you only count that course once?)**

As has already been indicated, of the 200 colleges and universities mailed the questionnaire, 148 institutions responded. Of the 148, 21 institutions responded with incomplete answers or with a notice that the responses were to be restricted to a counselor's use only. Also of the 21 institutions, there were some which indicated that their policies concerning the admissions of two-year college students were under consideration for change, and, therefore, the responses to the questionnaire should not be released for general knowledge.

Of the 127 institutions used in this study, 119 (or some less than 94 per cent of respondents used) forwarded answers to the second inquiry which could be used in our present discussion. Therefore, 8 institutions (of the total used for the complete study in this manual) could not or did not direct themselves to a

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clear statement concerning the treatment of repeat hours transfered to their institutions. These eight institutions and their individual reactions to the second inquiry will be also cited in this chapter.

Of the 119 institutions which responded to the second inquiry in such a way as to bring about their inclusion either in Group I or in Group II of this chapter, 50 colleges and universities (or a little over 42 per cent) reported that they "did not count" as hours attempted everytime that a course was repeated. In general this means that this group of institutions would most likely allow a transfer student from a two-year college to transfer in repeat hours, counting in most cases only the last hours and quality points earned when repeating a course. Of course, there were also institutions in this group which indicated that they would not allow, as a blanket rule, the repeating of courses just to better a grade.

The significance of the above group of institutions (again Group I in this chapter) is that there are some institutions which might allow a student to transfer in hours of course work which could represent repeated work counted against him at Institution A but which would be repeated work not counted against him at Institution B. Hence, there is a possibility that a transfer from a two-year institution could transfer to one of these institutions in Group I with a theoretical increase in GPA, providing that he would come from an institution which originally counted the repeated hours against his cumulative average.

Sixty-nine institutions (or almost 58 per cent of the totals for Groups I and II in this chapter) reported that they "did count" as hours attempted everytime that a course was repeated. And of this group, there were few qualifications. The answers were, in the main, clear, unequivocal statements that if a student were allowed to repeat courses, those repeats would be counted as hours attempted everytime. Of course, the significance of the group of institutions (Group II in this chapter) is the opposite of that situation of non-penalty of repeat hours described

above for Group I institutions. If a prospective transfer student from a two-year college were to transfer to one of the institutions in Group II, he could, theoretically, lose quality points and transfer with a lower average if he were to come from a two-year school which did not count as hours attempted everytime that he repeated a course.

Those 8 institutions listed in Group III below submitted responses which either did not direct themselves to Question Two or which were sufficiently different in total qualification to warrant their exclusion from Groups I and II.

Group I—The following colleges and universities "do not count" hours attempted "everytime" that a course is repeated. In general, then, most of the following institutions count the course only once. If there are other qualifications, these will be listed with the institution.

1. Austin Peay State University (Clarksville, Tenn.)
2. Belmont College (Nashville, Tenn.) ("We allow a student to repeat courses as many as three times and we count only the last attempt into the cumulative grade point average.")
3. Benedict College (Columbia, S. C.)
4. Bennett College (Greensboro, N. C.) ("We will give quality points but no additionsl hours are added.")
5. Brenau College (Gainesville, Ga.)
6. Centre College (Danville, Ky.)
7. Coker College (Hartsville, S. C.)
8. College of the Ozarks (Clarksville, Ark.)
9. Columbia College (Columbia, S. C.)
10. Delta State College (Cleveland, Miss.)
11. Duke University (Durham, N. C.) ("No credit given for failed course, therefore not considered in progress toward a degree.")
12. East Tennessee State University (Johnson City, Tenn.) ("If a student repeats a course, we will count only the last grade, but we do not necessarily agree to take all students who

acquire a net 2.0 average by continued repeating.")

13. Elon College (Elon College, N. C.)

14. Emory & Henry College (Emory, Va.) ("With regard to repeat hours, a course is counted only once and the highest grade is considered.")

15. George Peabody College for Teachers (Nashville, Tenn.)

16. Grambling College (Grambling, La.)

17. Guilford College (Greensboro, N. C.) ("We accept the individual school's policy.")

18. Johnson C. Smith University (Charlotte, N. C.)

19. Lincoln Memorial University (Harrogate, Tenn.)

20. Maryville College (Maryville, Tenn.)

21. Meredith College (Raleigh, N. C.)

22. Methodist College (Fayetteville, N. C.)

23. Middle Tennessee State University (Murfreesboro, Tenn.)

24. Morehead State University (Morehead, Ky.)

25. Newberry College (Newberry, S. C.) ("A recently adopted policy at Newberry College allows our beginning students only to repeat courses one time taken during their freshman year of study on which they had grades of "D" or "F" without having such attempted courses reflected in their grade-point ratio. The grade and grade points earned on the second attempt of the course is the only one which is reflected. Such courses must be repeated before the end of the fourth semester at Newberry College.")

26. Oglethorpe College (Atlanta, Ga.) ("Repeat hours are counted only once, the higher and lower grades being averaged.")

27. Ouachita Baptist University (Arkadelphia, Ark.)

28. Pfeiffer College (Misenheimer, N. C.)

29. Roanoke College (Salem, Va.) ("On the question of repeat hours, we will generally follow the guideline indicated by the College from which a student is applying.")

30. St. Mary's University (San Antonio, Texas) ("If a student repeats a course at St. Mary's, we count the highest grade

towards his overall grade point average for graduation.")

31. Southeastern Louisiana College (Hammond, La.)
32. Southern University (Baton Rouge, La.)
33. Southwestern at Memphis (Memphis, Tenn.)
34. Southwestern University (Georgetown, Texas)
35. Sul Ross State College (Alpine, Texas)
36. Sweet Briar College (Sweet Briar, Va.)
37. Tennessee Technological Institute (Cookesville, Tenn) ("All grades earned for courses repeated more than one time shall be included in computing the cumulative average regardless of the number of times the course is repeated.")
38. Tennessee Wesleyan College (Athens, Tenn.) ("First time forgiven; Count as hrs. attempted after the first depeat.")
39. Texas Christian University (Fort Worth, Texas)
40. Texas Women's University (Denton, Texas) ("Course counted only one time—best grade used.")
41. Tift College (Forsyth, Ga.)
42. Tuskegee Institute (Tuskegee Institute, Ala.) ("Only count course once for repeated course when failing grade is earned.")
43. Transylvania University (Lexington, Ky.) ("We use only the second grade, regardless of which is higher.")
44. Trinity University (San Antonio, Texas)
45. Union University (Jackson, Tenn.)
46. University of Corpus Christi (Corpus Christi, Texas)
47. University of Southern Mississippi (Hattisburg, Miss.) ("A student may have up to 24 hrs. of repeats removed from his record. After 24 hrs. have been removed, both courses remain on his record.")
48. University of Southwestern Louisiana (Lafayette, La.) ("If a transfer applicant has been attending a university which has a repeat policy and the university indicates this practice on the transcript of the transferring student, my office will recognize the previous institution's policy and will only count the last attempt of the student.")
49. Virginia Military Institute (Lexington, Va.)

50. Virginia Wesleyan College (Norfolk, Va.)

Group II—The following colleges and universities "do count" as hours attempted "everytime" that a course is repeated. In instances where some qualification was added to those already passed in the question, these instances will be cited with the institution.

1. Arkansas State University (State University, Ark.)
2. Atlantic Christian College (Wilson, N. C.)
3. Averett College (Danville, Va.)
4. Berry College (Mount Berry, Ga.)
5. Blue Mountain, College (Blue Mountain, Miss.)
6. Campbell College (Buies Creek, N. C.)
7. Carson-Newman College (Jefferson City, Tenn.)
8. Catawba College (Salisbury, N. C.)
9. Centenary College (Shreveport, La.)
10. The Citadel (Charleston, S. C.)
11. David Liscomb College (Nashville, Tenn.)
12. East Carolina University (Greenville, N. C.)
13. Eastern Kentucky University (Richmond, Ky.)
14. Florida Institute of Technology (Melbourne, Fla.)
15. Florida Southern College (Lakeland, Fla.)
16. Furman University (Greenville, S. C.)
17. George Mason College (Fairfax, Va.)
18. Georgia Southern College (Statesboro, Ga.)
19. Georgia State College at Milledgeville
20. Greensboro College (Greensboro, N. C.) ("For a course which has been failed, it is counted everytime it is attempted. "D" work repeated is counted only once."
21. Hampden-Sidney College (Hampden-Sidney, Va.)
22. Hampton Institute (Hampton, Va.)
23. Henderson State College (Arkadelphia, Ark.)
24. High Point College (High Point, N. C.)
25. Hollins College (Hollins College, Va.)
26. Jacksonville University (Jacksonville, Fla.)

27. King College (Bristol, Tenn.)
28. Lander College (Greenwood, S. C.)
29. Lenoir Rhyne College (Hickory, N. C.)
30. Longwood College (Farmville, Va.)
31. Loyola University (New Orleans, La.)
32. Lynchburg College (Lynchburg, Va.)
33. Madison College (Harrisonburg, Va.)
34. Mars Hill College (Mars Hill, N. C.)
35. Mary Baldwin College (Staunton, Va.)
36. Memphis Academy of Arts (Memphis, Tenn.)
37. Mississippi State University (State College, Miss.)
38. Newcomb College (Women's Division of Tulane University) (New Orleans, La.)
39. North Carolina State University (Raleigh, N. C.)
40. Old Dominion University (Norfolk, Va.)
41. Presbyterian College (Clinton, S. C.)
42. Radford College (Radford, Va.) ("Yes, if the grade is an 'F'. Grade point average is computed on the basis of hours attempted.")
43. Randolph-Macon College (Ashland, Va.)
44. Salem College (Winston-Salem, N. C.) ("Salem does not allow a student to repeat a course that has once been passed, but when such is shown on an applicant's record from another college "all" hours attempted are counted ")
45. Samford University (Birmingham, Ala.)
46. Southern Methodist University (Dallas, Texas) ("Count all hrs. attempted except second F in same course.")
47. Stetson University (DeLand, Fla.)
48. Tarleton State College (Stephenville, Texas)
49. Texas Tech University (Lubbock, Texas)
50. Tulane University (New Orleans, La.) ("Repeat hours are counted as courses attempted each time the course is taken. However, quality-point ratios required for graduating are computed by dividing the number of quality points by the number of semester hours in those courses offered in fulfillment of degree requirements. For this purpose only the

last passing grade in courses offered for the degree is considered.")

51. Union College (Barbourville, Ky.)
52. University of Alabama (University, Ala.)
53. University of Florida (Gainesville, Fla.)
54. University of Houston (Houston, Texas)
55. University of Louisville (Louisville, Ky.)
56. University of Mississippi (University, Miss.)
57. University of North Carolina at Charlotte
58. University of North Carolina at Greensboro
59. University of North Carolina at Wilmington
60. University of Richmond (Richmond, Va.)
61. University of Tampa (Tampa, Fla.)

62. University of Texas (Austen, Texas)
63. University of Virginia (Charlottesville, Va.)
64. Vanderbilt University (Nashville, Tenn.)
65. Virginia Commonwealth University (Richmond, Va.)
66. Virginia Polytechnic Institute (Blacksburg, Va.)
67. Wake Forest University (Winston-Salem, N. C.)
68. Wesleyan College (Macon, Ga.)
69. Western Carolina University (Cullowhee, N. C.)

Group III—Those institutions which responded to the second inquiry but whose responses did not indicate a clear "yes" or "no" as to whether or not repeat hours are counted against the transfer student from the two-year college. In Group III would also be those institutions which, perhaps, had no definite policy on the transfer of repeated hours.

1. Clemson University (Clemson, S. C.) ("The question concerning repeated hours cannot be answered simply. I will not attempt to explain the various situations that could exist. Students may contact the registrar on an individual basis if they have specific questions.")
2. North Carolina Wesleyan College (Rocky Mount, N. C.)

3. St. Leo College (Saint Leo, Fla.) ("We do not compute average for transfers.")

4. Stratford College (Danville, Va.) ("No policy at present.")

5. Tusculum College (Greenville, Tenn.) ("Does not apply because of A, B, C, NC grading pattern (2.00 minimum possible GPA)")

6. University of Dallas (Dallas, Texas)

7. University of Miami (Coral Gables, Fla.) ("We will honor the repeats within reason - say, 3 or 4.")

8. Wofford College (Spartanburg, S. C.) ("We no longer have the GPR system as of Sept. 1, 1970, so this question is immaterial.")

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Chapter Three

Institutions listed according
To their policies concerning
Continued enrollment

One problem to which the counselor or the prospective transfer student from the two-year college must address himself is that concerning the requirements for continued enrollment at senior institutions. What will the senior institutions require of new students? What kind of a chance or time for adjustment will the requirements for continued enrollment at a particular senior college or university allow the newly enrolled "upper-classmen" on a new, but foreign campus? This chapter will attempt to answer the preceding questions in its efforts to present the responses of the 127 institutions to the following third inquiry of the aforementioned questionnaire:

(3) What are the requirements for continued enrollment at your institution?

Of the 127 responding institutions which are being used as the source material for this manual, 120 institutions (or over 94 per cent of the responses used for this study) forwarded answers which directed themselves to this third inquiry, leaving 7 institutions (or a little over 5 per cent of the total) which did not forward any answer to the (The 7 schools are listed below in group III.). Of the total group, 38 institutions (or almost 30 per cent) indicated that a 'C' is required for continued enrollment and-or that a student must earn a minimum of 'C' average on all work attempted for each and every semester or quarter in

full time attendance. With little or no further qualification, this latter group generally meant that if a student, transfer or otherwise, ever fell below a straight 'C' average in any one semester in regular attendance, he would be placed on academic probation the following semester with the possibility of academic suspension after the second semester if the over-all 'C' average were not earned during the probationary period. Clearly this group of colleges and universities (those listed in Group I below) represent a minority of the total respondents used in the study. Hence, a majority of the respondents to the questionnaire indicated that a student would not necessarily have to have an over-all 'C' average each and every semester in regular attendance in order to be eligible for continued enrollment. Of the 127 institutions used, 82 (or over 64 per cent) indicated that they would allow a student to continue in good academic standing although he might not necessarily have an over-all 'C' average in any one semester during his career at the college or university up to his senior year or graduation, at which time he would be required to have an over-all 'C' average to apply for graduation. This latter group of institutions (those listed below in Group II) would clearly offer advantages to the transfer student from the two-year college, advantages which he might not enjoy at the schools identified in Group I below. Probably the more obvious advantage would be that concerning adjustment: a student attending one of the institutions in Group II would have more time to adjust to the possibly more rigorous atmosphere and pace of a new campus and, perhaps, more advanced academic requirements and workload.

As has already been mentioned, the respondents to this third inquiry of the questionnaire will be placed in one of three groupings. In GROUP I of this chapter will be placed those institutions which responded to this third inquiry with a reference that a 'C' average would be required for continued enrollment. In some instances, the respondent stated that the 'C' average would be required for every semester or quarter

in regular attendance. In other instances, the semester or quarter qualification was not specifically mentioned. However, in most instances where only the 'C' average was noted, we would have to assume that this latter group would mean a 'C' average for each and every term in regular attendance. Some preliminary checks of the latter group's catalogues has borne out this assumption.

In GROUP II will be placed those institutions which attached some qualification to their statement of academic standards for continued enrollment. In essence, this second group (again the largest of the total respondents) will be composed of those institutions which indicated in one way or another that a straight, across-the-board 'C' average every semester or quarter in regular attendance "would not" be a definite prerequisite for continued enrollment in good standing, although most of these institutions would still require a 'C' average on all work attempted for actual graduation. Group II will also include those institutions which employ a type of Graduated Retention Scale or system of hours and quality points in determining the academic status of their students. For instance, the following example of this Graduated Retention Scale will help the reader to understand the practice of allowing a student to continue in enrollment in good academic standing although he may not have an over-all 'C' average until his senior year or until he applies for graduation. The University of Southern Mississippi has forwarded the following chart to explain their system for continued enrollment:

ACADEMIC STANDARDS

An undergraduate student will be allowed to continue in the University as long as he maintains the following grade point average on courses attempted at the University of Southern Mississippi:

Following is the Total Hours Attempted (including transferred courses) and the Required Grade Point Average (on USM credit only):

19 through 40— 1.25
41 through 100—1.50
101 through 118—1.70
119 through 131—1.85
132 and above—1.95 (based on 4.0 scale)

A transfer or freshman student will not be required to meet these standards until the end of his second quarter.

Although the numbers and quality points (based on either the 3.0 or the 4.0 grading system as well as on either the semester or quarter attendance system) will vary from institution to institution, the rule involved is that it is possible for a student at one of these institutions (which employ some form of a Graduated Retention Scale) to be enrolled as a regular student in good academic standing and yet not have a 'C' average. Again, however, these latter institutions would require, most likely, an over-all 'C' average for graduation. For the sake of expediency, the institutions listed below in Group II which employ some form of a graduated retention scale or system will be so noted, with the simple designation "Graduated Retention Scale" being placed right beside the name of the school. In those institutions of Group II where there has been some other qualifications for continued enrollment, qualifications appreciably different from those stated or implied in the graduated retention scale, these specific qualifications will be clearly noted with the institutions concerned.

Group III, for the reader's reminder, will be composed of those institutions which "did not" respond directly to the second inquiry although they "did" respond to other inquiries of the total questionnaire.

Group I—Those institutions which simply stated that a 'C' average is required for continued enrollment and-or that a student must earn a minimum of 'C' average on all work attempted for each and every semester or quarter in attendance as a full time student.

1. Benedict College (Columbia, S. C.)
2. Bennett College (Greensboro, N. C.)
3. Berry College (Mount Berry, Ga.)
4. Blue Mountain College (Blue Mountain, Miss.)
5. Coker College (Hartsville, S. C.)
6. College of the Ozarks (Clarksville, Ark.)
7. Columbia College (Columbia, S. C.)
8. David Liscomb College (Nashville, Tenn.)
9. East Tennessee State University (Johnson City, Tenn.)
10. Eastern Kentucky University (Richmond, Ky.) ("...social accountability")
11. Elon College (Elon College, N. C.)
12. Florida Southern College (Lakeland, Fla.)
13. George Peabody College for Teachers (Nashville, Tenn.)
14. Greensboro College (Greensboro, N. C.) "For transfer students, a 2.0 average on work at Greensboro College after two semesters. The summer session could be used to attain the 2.0 minimum."
15. Henderson State College (Arkadelphia, Ark.)
16. Jacksonville University (Jacksonville, Fla.)
17. Johnson C. Smith University (Charlotte, N. C.) ("and show satisfactory progress toward graduation.")
18. Longwood College (Farmville, Va.)
19. Loyola University (New Orleans, La.)
20. Madison College (Harrisonburg, Va.)
21. Memphis Academy of Arts (Memphis, Tenn.)
22. Old Dominion University (Norfolk, Va.)
23. Southern University (Baton Rouge, La.)
24. Southern Methodist University (Dallas, Texas)
25. Southwestern at Memphis (Memphis, Tenn.)

26. Southwestern University (Georgetown, Texas)
27. Stratford College (Danville, Va.)
28. Tennessee Wesleyan College (Athens, Tenn.)
29. Tuskegee Institute (Tuskegee Institute, Ala.)
30. Union University (Jackson, Tenn.)
31. University of Alabama (University, Ala.)
32. University of Florida (Gainesville, Fla.)
33. University of Louisville (Louisville, Ky.)
34. University of North Carolina at Wilmington
35. University of Tampa (Tampa, Fla.)
36. Virginia Polytechnic Institute (Blacksburg, Va.)
37. Virginia Wesleyan College (Norfolk, Va.)
38. Wofford College (Spartanburg, S. C.)

GROUP II—Those institutions which indicated some qualification other than a straight 'C' average for each academic term for continued enrollment:

1. Arkansas State University (State University, Ark.) Graduated Retention Scale
2. Atlantic Christian College (Wilson, N. C.) Graduated Retention Scale
3. Austin Peay State University (Clarksville, Tenn.) Graduated Retention Scale
4. Averett College (Danville, Va.) Graduated Retention Scale
5. Brenau College (Gainesville, Ga.) Graduated Retention Scale
6. Campbell College (Buies Creek, N. C.) Graduated Retention Scale
7. Carson-Newman College (Jefferson City, Tenn.) Graduated Retention Scale
8. Catawba College (Salisbury, N. C.) "The requirements for continued enrollment at Catawba are: (a) to enter the sophomore year a student must have a 1.35 cumulative average. (b). to enter the junior year a student must have a 1.8

cumulative average. (c). to enter the senior year a student must have a 2.0 cumulative average." (C equals 2.0)

9. Centenary College (Shreveport, La.) "Freshmen must attain GPA of 1.6 (C equals 2.0); Sophomores must attain GPA of 1.8; Juniors must attain GPA of 1.9."

10. Clemson University (Clemson, S. C.) Graduated Retention Scale

11. Delta State College (Cleveland, Miss.) Graduated Retention Scale

12. Duke University (Durham, N. C.) "Successful completion of 2 of 4 courses per semester. No more than 2 failures allowed if heavier load taken."

13. East Carolina University (Greenville, N. C.) "On 4.0 system: Three qtrs—1.35, 6 qtrs.—1.6, 9 qtrs.—1.8, 12 qtrs.—1.9"

14. Emory & Henry College (Emory, Va.) "Upper division classification (junior status) requires the maintenance of a minimum of a 1.9 (4.0 system) average for good academic standing."

15. Florida Institute of Technology (Melbourne, Fla.) Graduated Retention Scale

16. Furman University (Greenville, S. C.) "To remain in good standing at Furman, a student must meet certain prescribed standards. He is dismissed permanently from the University if falls under academic probation three times. And academic probation is through a quantative standard and qualitative standard." Quantative: "During any term, if a student takes three courses, he must pass two; if he takes two courses, he must pass one—if he takes one, he must pass it."

Qualitative: "After the first calendar year of enrollment at Furman, each student must have a minimum grade point average of 1.3; after two calendar years, 1.7; after three, 2.0; and after each subsequent calendar year, 2.0" (C equals 2.0)

17. George Mason College (Fairfax, Va.) "Transfer student must present "C"—2.0 for admission—Dean responsible for academic programs after acceptance."

18. Georgia Southern College (Statesboro, Ga.) Graduated Retention Scale

19. Georgia State College at Milledgeville "1.5—Freshman; 1.6—Sophomore; 1.7—Junior; 1.9—Senior; 2.0—for graduation." (C equals 2.0)

20. Grambling College (Grambling, La.) "Not less than 1.5 average in any one semester. An overall "C" average is required for graduation."

21. Guilford College (Greensboro, N. C.) "C average at end of Jr. year."

22. Hampden-Sidney College (Hampden-Sidney, Va.) "On a 4.0 system—each successive semester: 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 2.0, 2.0." (The reader can see that these figures are for a four year college degree program.)

23. Hampton Institute (Hampton, Va.) "Requirements for continued enrollment at this institution is 2.0, but there are minimum averages below this point allowed on a basis of the number of semesters the student has been enrolled. For example, at the end of two semesters, a student below 1.50 is dismissed; between 1.50 to 1.599, he is suspended for one semester; 1.60 to 1.699, he is placed on academic probation; above 1.699 he is considered in good standing. There are corresponding ranges allowed in terms of the number of semesters enrolled up to five semesters at the end of which the student must have 2.0 for enrollment in good standing and without penalty."

24. High Point College (High Point, N. C.) "67 or more hours equals a C ave." (C equals 1.0)

25. Hollins College (Hollins College, Va.) Graduated Retention Scale

26. King College (Bristol, Tenn.) "Must pass at least 8 hours each semester."

27. Lenoir Rhyne College (Hickory, N. C.) "1.2 freshman, 1.5 sophomore, 1.7 junior, 1.9 senior cumulative average for each year."

28. Lincoln Memorial University (Harrogate, Tenn.) " 'C' average or good progress toward it and good social record."

29. Lynchburg College (Lynchburg, Va.) "Requirements for continued enrollment are as follows: Freshman—1.5; Sophomore—1.6; Junior—1.7; Senior—1.8. Seniors must have a 2.0 in major field."

30. Mars Hill College (Mars Hill, N. C.) Graduated Retention Scale

31. Mary Baldwin College (Staunton, Va.) "We have a requirement for increasing the GPA every year."

32. Maryville College (Maryville, Tenn.) "Requirements for continued enrollment will vary with the individual student as their records are evaluated by the Committee on Admissions and Standing."

33. Meredith College (Raleigh, N. C.) Graduated Retention Scale

34. Methodist College (Fayetteville, N. C.) "1.25 1st year; 1.50 2nd year; 1.75 3rd year; 2.0 4th year."

35. Middle Tennessee State University (Murfreesboro, Tenn.) Graduated Retention Scale

36. Mississippi State University (State College, Miss.) "No more than 14 quality points dificient figured on a 4 point system and P. E. is not counted in evaluation."

37. Newberry College (Newberry, S. C.) Graduated Retention Scale

38. Newcomb College (Women's Division of Tulane University) (Nev Orleans, La.) "Continued enrollment is contingent upon 12 hours of "C" work plus normal progress toward the degree."

39. North Carolina State University (Raleigh, N. C.) "Enrolled students may continue here as long as the cumulative records show they are not more than 25 quality points below a cumulative 2.0." (C equals 2.0)

40. North Carolina Wesleyan College (Rocky Mount, N. C.) "If he transfers below a C average in a special case, he is required to make a C average every semester or be on

probation or possibly suspended."

41. Oglethorpe College (Atlanta, Ga.) "Required grade point averages are: Freshman—1.8. Sophomore—2.0. Junior and Senior—2.2." (C equals 2.0)

42. Ouachita Baptist University (Arkadelphia, Ark.) "Maintain their grade ave. and good personal conduct."

43. Pfeiffer College (Misenheimer, N. C.) "Maintaining a 'C' average or close to it."

44. Presbyterian College (Clinton, S. C.) "After two or three semesters, a student must have a 1.20 grade point average; after four and five semesters, a 1.50 GPR; after six or more semesters, a 1.70 GPR based on a 4.00 scale. We require for graduation a 2.0 grade point average."

45. Radford College (Radford, Va.) Deficit "cannot exceed—12 O.P.'s on a 3-point grading system."

46. Randolph-Macon College (Ashland, Va.) Graduated Retention Scale

47. Roanoke College (Salem, Va.) Graduated Retention Scale

48. St. Leo College (Saint Leo, Fla.) "1.5 at end of freshman year, 1.7 at end of sophomore year, 1.9 at end of junior year, 2.0 to graduate." (C equals 2.0)

49. St. Mary's University (San Antonio, Texas) Graduated Retention Scale

50. Salem College (Winston-Salem, N. C.) "Juniors and third-year-college students must have credit for 66 semester hours at the end of the year with a cumulative quality point ratio of 1.7; otherwise, they automatically exclude themselves from college unless special exception is made by the faculty." (C equals 2.0)

51. Samford University (Birmingham, Ala.) Graduated Retention Scale

52. Southeastern Louisiana College (Hammond, Louisiana) "If a student is in good standing, he must earn at least a 1.500 (on the 4-pt. system) to remain in good standing. If he earns less than a 1.500 any semester, he goes on scholastic probation. He must earn a semesterof 2.000 the following full semester (not summer session) to get off probation. Any student who earns

less than a 1.000 average any semester, however, is dismissed for one full semester. Summer-school grades cannot put a student on probation, remove him from probation, or dismiss him."

53. Stetson University (Deland, Fla.) " 'C' average, or satisfactory progress (min. 1.80 average)."

54. Sul Ross State College (Alpine, Texas) "1.8 on 4.0 GPA evaluated on even semester."

55. Sweet Briar College (Sweet Briar, Va.) "Every student must have for graduation at least a 1.0 (equivalent to a 'C' average."

56. Tarleton State College (Stephenville, Texas) "At the beginning of each long semester, each student who has accumulated a grade point deficiency of more than 30 grade points (on all work attempted, including repeats) shall be placed on academic probation. At the end of each long semester, the student on scholastic probation who has not posted at least a 2.0 average for all work attempted during the semester, shall be suspended."

57. Tennessee Technological Institute (Cookesville, Tenn.) Graduated Retention Scale

58. Texas Christian University (Fort Worth, Texas) "The requirements for continued enrollment at our institution are 1.8 g.p.a. (on a 4.0 system) for juniors and 2.0 for seniors."

59. Texas Tech University (Lubbock, Texas) Graduated Retention Scale

60. Texas Women's University (Denton, Texas) "Freshman must maintain 9 sem. hrs. and 9 grade points—all others must maintain 9 sem, hrs. and 12 grade points. (we are on the 3.0 plan.)"

61. Transylvania University (Lexington, Ky.) "Approximately C average"

62. Tulane University (New Orleans, La.) "In order to qualify for readmission for a second year, a full-time freshman must pass 6 units (each course equals one unit) of C average work in a calendar year (September to September including

summer session if necessary). To return for a third year 14 units of C average work are required."

63. Tusculum College (Greenville, Tenn.) "Based on number of hours successfully completed per quarter."

64. Trinity University (San Antonio, Texas) "Cumulative averages of 1.5 at end of first semester, 1.75 end of second, 1.9 end of third and 2.0 from there until graduation."

65. Union College (Barbourville, Ky.) "There is no absolute rule. One must acquire a 'C' average for graduation. Improvement in point standing usually merits continuation."

66. University of Corpus Christi (Corpus Christi, Texas) "Pass 9 hrs. and earn 9 grade points (3 point sys.)"

67. University of Dallas (Dallas, Texas) "2pt average after the first semester of junior year." (C equals 2.0)

68. University of Houston (Houston, Texas) Graduated Retention Scale

69. University of Miami (Coral Gables, Fla.) Graduated Retention Scale and "transfer students start with a "new" GPA at Miami."

70. University of Mississippi (University, Miss.) "Student remains in good standing with 1.5 per sem." (C equals 2.0)

71. University of North Carolina at Charlotte Graduated Retention Scale

72. University of Richmond (Richmond, Va.) "Grade point deficiency (cumulative) may not be over 24."

73. University of Southern Mississippi (Hattiesburg, Miss.) Graduated Retention Scale

74. University of Southwestern Louisiana (Lafayette, La.) "If a student has been admitted in good standing, he must maintain at least a 1.5 semester average. If his semester average is between 1.0 and 1.5, the student is placed on scholastic probation but permitted to continue at USL. If the student's semester average is less than 1.0 or if the student is on scholastic probation and makes less than a 2.0, he is then suspended for one semester. If the student is suspended, he may petition the Committee on Academic Affairs and Standards for

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re-admission the following regular semester on scholastic probation."

75. University of Virginia (Charlottesville, Va.) "30 grade points-semester. When deficit (cumulative) exceeds 12-probation; 24-suspension."

76. University of Texas at Austen "Ultimately—a C average at UT."

77. Vanderbilt University (Nashville, Tenn.) "24 hrs. and 18 pts the first year; 54 and 48 the second year—then 12 and 12 per semester."

78. Virginia Commonwealth University (Richmond, Va.) "To be making normal progress, a student should maintain a 'C' average with a grade point deficiency of 21 or more, automatic suspension."

79. Virginia Military Institute (Lexington, Va.) "To remain enrolled, a cadet must earn at least 24 semester hours of credit between the opening of one fall session and the opening of the next successive fall session. This gives him two successive semesters and one summer in which to meet this requirement. A cadet is allowed a maximum of 10 regular session semesters in which to complete degree requirements. A cadet must have at the beginning of the following specified semesters the indicated cumulative weighted grade point average."

80. Wake Forest University (Winston-Salem, N. C.) "1.65 for Juniors. 1.87 for Seniors."

81. Wesleyan College (Macon, Ga.) "Freshman, average 1.5; Sophomores 1.7; Juniors, 1.85"

82. Western Carolina University (Cullowhee, N. C.) Graduated Retention Scale

Group III—Those institutions which did respond to the questionnaire but which did not respond directly to this third inquiry:

1. Belmont College (Nashville, Tenn.)
2. Centre College (Danville, Ky.)

3. The Citadel (Charleston, S. C.)
4. Lander College (Greenwood, S. C.)
5. Morehead State University (Morehead, Ky.)
6. Tift College (Forsyth, Ga.)
7. University of North Carolina at Greensboro

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Chapter Four

The possibility of admittance to the Senior institution without a 'C' average or The Associates degree

Because of changes in our society resulting from the almost phenomenal, but massive, growth of post-secondary educational institutions and, in particular, because of those changes resulting directly from the growth in numbers of two-year institutions of higher education, many senior institutions are constantly re-examining their positions concerning the acceptance or non-acceptance of transfer students. And this re-examination or, perhaps, re-evaluation, is in the main centered around admissions requirements developed for the two-year college transfer students. As has already been brought in a previous chapter, many senior institutions are now accepting 'D' credit for transfer from the two-year colleges. As has also been brought, many senior colleges and universities are "not penalizing" for repeat hours. In other words, many senior institutions are "liberalizing" their admissions policies, and the transfer students from the two-year institutions are in a better position than they have ever been for admission to the four-year schools.

When one considers that approximately 8,2000,000 students were enrolled at colleges and universities for the Fall, 1970-71, and that of this preceding total approximately 40 per cent, according government publications, were enrolled in the two-year colleges or institutions, one can see that higher education is, indeed, big business. And one can also see that there could be increased competition among senior colleges and universities

for the qualified undergraduate transfer students from the junior and-or community colleges, institutions which, again, are accounting for an ever-increasing number of undergraduate enrollments. Another trend is pointing up the important role of the junior and community colleges: Increasingly, taxpayers are demanding from those administrators and faculty of public institutions an "academic accountability" for what they are doing to deserve continued high tax support. In other words, senior institutions can no longer afford the luxury of neglecting their responsibilities to undergraduate education in efforts to build up sophisticated graduate schools with their, perhaps, more narrow perspectives. If public senior institutions appear to continue to neglect the lower level undergraduate curricula on their campuses, the taxpayers of many states will give even greater support to the idea of community or junior colleges. (Of course, our discussion here is generally directed to the public community or junior colleges.) Therefore, and these following comments concern both the public and private two-year institutions, admissions policies at senior colleges and universities are going to become more flexible because of the growth in academic stature of and public support for the two-year institutions. Some flexibility is already becoming apparent in the more liberal attitude concerning the transfer students from the two-year schools. Because of this greater "liberalization" of the admissions policies, we have seen the wider acceptance of 'D' credit and the increased non-penaliation of students who take a course two or three times before they master the course work. Another manifestation of this increased flexibility is clearly seen in the institutional responses to the following inquiry which was a part of the questionnaire mailed to 200 colleges and universities this past summer:

(4) "Would you be willing to grant "conditional admissions" to any student without the associates degree or at least a 'C' average on all work attempted if that student,

in your estimation, might show some potential for completion at your institution?"

Of the 127 respondents used in this study, 51 institutions (or just over 40 per cent of the total responses used in this complete study) indicated that they would not grant "conditional admissions" to any student without the associate degree or at least a 'C' average on all work attempted if that student, in their estimation, might show some potential for completion at their institution. Hence, 40 per cent of the responses used in this report indicated that they "would not" grant "conditional admissions" under the circumstances described in the third inquiry. These institutions will be listed below in Group I, and if any of these indicated any kind of further qualification, the statement of such will be placed with the institution.

On the other hand, the remaining 76 colleges and universities (or almost 60 per cent of the total respondents used) indicated that they "would" grant some form of "conditional admissions" to any student without the associates degree or at least a 'C' average on all work attempted if that student, in their estimation, might show some potential for completion of the degree program at their institution. In the main, therefore, well over half of the institutions which responded to the questionnaire and were used in this study would grant conditional admission to a prospective transfer student from an accredited junior or community college. Of course, many included qualifications with their statements about conditional admissions. This preceding group which will grant conditional admissions will be listed below in Group II. Any schools which indicated qualifications with their statements will have those qualifications placed beside their names.

Group I—Those schools which indicated that they would not grant "conditional admissions" to any student without the associates degree and-or at least a 'C' average on all work

attempted if that student, in their estimation, might show some potential for completion at their institution:

1. Atlantic Christian College (Wilson, N. C.) "Not for continuous enrollment."
2. Belmont College (Nashville, Tenn.)
3. Catawba College (Salisbury, N. C.)
4. Duke University (Durham, N. C.)
5. Eastern Kentucky University (Richmond, Ky.)
6. Elon College (Elon College, N. C.) "Transfer students with less than a 'C' average have little chance of acceptance unless they are commuters."
7. Emory & Henry College (Emory, Va.) "Generally, we would not grant "conditional admission" to a transfer student who has achieved less than a 'C' average in previous work. Depending upon the course of study followed and-or the degree deficiencies, we would give consideration to an applicant who does not have the Associates Degree."
8. Furman University (Greenville, S. C.)
9. George Mason College (Fairfax, Va.)
10. Greensboro College (Greensboro, N. C.)
11. Guilford College (Greensboro, N. C.)
12. Hampden-Sidney College (Hampton-Sidney, Va.) "We do not grant 'conditional admissions' unless it is an exception."
13. Longwood College (Farmville, Va.) "Conditional admission has been offered to some students for the Summer Session. Their records are evaluated at the end of the summer and they are either admitted to the regular session or rejected."
14. Loyola University (New Orleans, La.) "Day school—no Evening Division—yes."
15. Lynchburg College (Lynchburg, Va.) "At the current time we do not grant 'conditional admissions.'
16. Middle Tennessee State University (Murfreesboro, Tenn.)
17. Morehead State University (Morehead, Ky.)
18. Newberry College (Newberry, S. C.) "Newberry College

would, with satisfactory Scholastic Aptitude Test scores and a 'C' average or better at their former college, be willing to accept students by way of transfer prior to earning the Associate of Arts or other degree that might be in effect at their previous institution."

19. Newcomb College (Women's Division of Tulane University) (New Orleans, La.) "A 'B' average is required of students seeking transfer."

20. North Carolina State University (Raleigh, N. C. "All students are welcome to attend summer session here but only the faculty committee on admissions can make exceptions."

21. Old Dominion University (Norfolk, Va.)

22. Radford College (Radford, Va.) "Will accept the 2-year student without the Associate but must have a 'C' average."

23. St. Leo College (Saint Leo, Fla.) "Student should have A.A. degree or 2.0 average."

24. Salem College (Winston-Salem, N. C.) "Any transfer applicant with a 2.0 quality point average will be considered, with or without an Associate's Degree."

25. Samford University (Birmingham, Ala.) "We do not require the associate's degree for admission. An applicant holding that degree must present an over-all 'C' average on all work attempted."

26. Southern Methodist University (Dallas, Texas) "C average or better comparable to that required at S.M.U."

27. Southern University (Baton Rouge, La.) "Any applicant admitted by transfer from any college that was certified by the accrediting agency for its region at the time of the applicant's attendance must have an average of 'C' (2.00) on all hours pursued."

28. Southwestern at Memphis (Memphis, Tenn.)

29. Sweet Briar College (Sweet Briar, Va.)

30. Texas Christian University (Fort Worth, Texas) "We require a 'C' average to transfer to Texas Christian University, but we do not require an Associate Degree."

31. Texas Tech University (Lubbock, Texas)

32. Trinity University (San Antonio, Texas) "We require a 2.5 average for transfer."

33. Tuskegee Institute (Tuskegee Institute, Ala.)

34. University of Alabama (University, Ala.) "If student has a 'C' average we will consider for transfer in good standing without the A.A."

35. University of Dallas (Dallas, Texas) "We do not grant 'conditional admission.' However, will consider C average students with good potential."

36. University of Florida (Gainesville, Fla.) "No, state law prohibits accepting less than a 'C' average at each institution previously attended."

37. University of Houston (Houston, Texas)

38. University of Louisville (Louisville, Ky.)

39. University of Miami (Coral Gables, Fla.) "Do not require Associate Degree—do require 2.0 average as minimum acceptable."

40. University of North Carolina at Greensboro

41. University of North Carolina at Wilmington "A 'C' average is required—the A.A. degree is not."

42. University of Richmond (Richmond, Va.)

43. University of Tampa (Tampa, Fla.)

44. University of Texas at Austen "Most likely not."

45. University of Virginia (Charlottesville, Va.)

46. Vanderbilt University (Nashville, Tenn.)

47. Virginia Commonwealth University (Richmond, Va.)

48. Virginia Military Institute (Lexington, Va.)

49. Virginia Polytechnic Institute (Blacksburg, Va.)

50. Wake Forest University (Winston-Salem, N. C.) "Very rarely."

51. Wesleyan College (Macon, Ga.) "Rarely."

Group II—Those schools which indicated that they would clearly grant some form of "conditional admissions" to any student without the associates degree and-or at least a 'C' average on all work attempted if that student, their

estimation, might show some potential for completion at their institution.

1. Arkansas State University (State University, Ark.) This university employs a 7-step type of "probationary" admissions scale which allows it the possibility of admitting students without a 'C' average.

2. Austin Peay State University (Clarksville, Tenn.)
3. Averett College (Danville, Va.)
4. Benedict College (Columbia, S. C.)
5. Bennett College (Greensboro, N.C.)
6. Berry College (Mount Berry, Ga.)
7. Blue Mountain College (Blue Mountain, Miss.)
8. Brenau College (Gainesville, Ga.)
9. Campbell College (Buies Creek, N.C.)
10. Carson-Newman College (Jefferson City, Tenn.)
11. Centenary College (Shreveport, La.) "The Admissions Committee has offered admission to applicants with GPA's below 2.0 usually attaching such conditions as limited load or probationary standing."
12. The Citadel (Charleston, S. C.) "Academic placement for transfer students depends upon the number of transferable credits accepted. Without any prior ROTC, minimum time at The Citadel should be expected to be 3 years."
13. Centre College (Danville, Ky.)
14. Clemson University (Clemson, S. C.) "A student is not required to have an associate degree or exactly a 'C' average to be eligible for enrollment at Clemson."
15. Coker College (Hartsville, S. C.)
16. College of the Ozarks (Clarksville, Ark.)
17. Columbia College (Columbia, S.C.) "Would be willing to grant admission if student showed promise of completion."
18. David Liscomb College (Nashville, Tenn.) "Yes (with possible exception of Fall qtr.)"
19. Delta State College (Cleveland, Miss.)
20. East Carolina University (Greenville, N. C.)

21. East Tennessee State University (Johnson City, Tenn.)

22. Florida Institute of Technology (Melbourne, Fla.)

23. Florida Southern College (Lakeland, Fla.)

24. George Peabody College for Teachers (Nashville, Tenn.)

25. Georgia Southern College (Statesboro, Ga.) "The College does not provide a policy which will grant "conditional admission" to a transfer student. A student must be eligible to return to his former institution and maintain a minimum grade point average over all college work attempted previously."

26. Georgia State College at Milledgeville

27. Grambling College (Grambling, La.)

28. Hampton Institute (Hampton, Va.) "Yes. We accept any amount of transfer credit providing they can offer at least 'C' average in the work at the institution from which they seek to transfer."

29. Henderson State College (Arkadelphia, Ark.) "Out of State-needs C average for admission."

30. High Point College (High Point, N. C.)

31. Hollins College (Hollins College, Va.) "Yes, but in general we do not use 'conditional admissions.' "

32. Jacksonville University (Jacksonville, Fla.)

33. Johnson C. Smith University (Charlotte, N. C.)

34. King College (Bristol, Tenn.) "Our admissions committee will consider such applications but can promise nothing as to its decision on these applications."

35. Lander College (Greenwood, S. C.)

36. Lenoir Rhyne College (Hickory, N. C.)

37. Lincoln Memorial University (Harrogate, Tenn.) "Yes, definitely."

38. Madison College (Harrisonburg, Va.) "Yes, if ave. is 2.25 or the applicant has earned an associates degree."

39. Mars Hill College (Mars Hill, N. C.) "The only answer I can give to this question is that we would consider each applicant in this category on his own merit."

40. Mary Baldwin College (Staunton, Va.) "Certainly!"

41. Maryville College (Maryville, Tenn.) "We would be

willing to grant a 'conditional admissions' to any student with a minimum overall 'C' average."

42. Memphis Academy of Arts (Memphis, Tenn.)

43. Meredith College (Raleigh, N. C.)

44. Methodist College (Fayetteville, N. C.)

45. Mississippi State University (State College, Miss.) "Yes, we grant admission to transfers if they have 12 or more S. H. of creidt."

46. North Carolina Wesleyan College (Rocky Mount, N. C.)

47. Oglethorpe College (Atlanta, Ga.) "Yes, if we think the student can do our work if he does not have an A. A. , but generally the applicant must have at least a 1.8." (C-2.0)

48. Ouachita Baptist University (Arkadelphia, Ark.) "Absolutely"

49. Pfeiffer College (Misenheimer, N. C.)

50. Presbyterian College (Clinton, S. C.)

51. Randolph-Macon College (Ashland, Va.)

52. Roanoke College (Salem, Va.)

53. St. Mary's University (San Antonio, Texas ". . .if he is not on Scholastic Probation or Enforced Scholastic Withdrawal from another school."

54. Southeastern Louisiana College (Hammond, La.) "Only if the student is eligible to re-enter the last college or university attended. (In the case of a 2-yr college, we would assume him to be eligible if he graduates from the 2-yr. college."

55. Southwestern University (Georgetown, Texas)

56. Stetson University (DeLand, Fla.)

57. Stratford College (Danville, Va.)

58. Sul Ross State College (Alpine, Texas)

59. Tarleton State College (Stephenville, Texas)

60. Tennessee Technological Institute (Cookesville, Tenn.) "we would have to receive transcript and application before any commitment could be made."

61. Tennessee Wesleyan College (Athens, Tenn.)

62. Texas Women's University (Denton, Texas)

63. Tift College (Forsyth, Ga.)

64. Transylvania University (Lexington, Ky.)

65. Tulane University (New Orleans, La.) "Each applicant is considered individually and admission is offered to those who in the judgment of the Admissions Committee show reasonable potential for completion at Tulane."

66. Tusculum College (Greenville, Tenn.)

67. Union College (Barbourville, Ky.) "We have done this at times, and are open to the possibility."

68. Union University (Jackson, Tenn.) "Yes, so long as he is eligible to return to the college from which he is transferring."

69. University of Corpus Christi (Corpus Christi, Texas)

70. University of Mississippi (University, Miss.) Yes, except in the Schools of Engineering and Pharmacy.

71. University of North Carolina at Charlotte

72. University of Southern Mississippi (Hattiesburg, Miss.) "Yes, we have an admissions appeal committee that's very rigid. The student if admitted would have to maintain a 2.50 QPA on the 4.00 system the first quarter at USM, then at least a 'C' average after the first quarter."

73. University of Southwestern Louisiana (Lafayette, La.) "A transfer student who has less than a C average on previous work attempted may be admitted to the University of Southwestern Louisiana on scholastic probation, which means that in his first regular semester at USL he must earn a C average in order to continue and to regain good standing."

74. Virginia Wesleyan College (Norfolk, Va.) "We do grant admission to student who fall slightly below a 'C' average if they show potential for completing a program with us."

75. Western Carolina University (Cullowhee, N. C.)

76. Wofford College (Spartanburg, S. C.)

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Chapter Five

Living Facilities and Admissions Potential: Correlative Factors

This chapter concerned with living facilities at senior institutions is the final one in a series of reports which summarize the responses given to a questionnaire mailed to 200 colleges and universities. This last report will evolve from the answers of the responding institutions to the questionnaire's fifth inquiry:

(5) Approximately how many on-campus and off-campus living spaces do you have available for transfers into your junior class next fall?

Of the total 127 institutions or respondents used in the complete study, 122 or 96 percent directed an answer to this fifth inquiry of the questionnaire. This lift 5 institutions which, for some reason, did not respond to the inquiry although they did submit responses of some nature to the first four inquiries.

There are many reasons for including such an inquiry concerning housing facilities in a questionnaire relating to transfer problems. The major reason, however, pertains to something we might term, for the lack of a better one, "admissions potential."

If a college or university has rather expansive housing facilities for boarding or resident students, admissions policies may sometimes reflect this in the effort to "fill empty beds." Of course, it has to be emphasized that the preceding statement is

a generalization; however, it stands to reason that where there are ample on-campus facilities, there is also some proof of a strong impetus to utilize these facilities to full or near-full capacity. To do so is to bring in revenue which helps to support the total educational program of an institution. Therefore, from the responses cited in Group I below, the junior or community college student who anticipates eventual transfer to a senior college or university can see definite advantages in applying to an institution which indicates a large number of housing spaces for prospective transfer students into its junior classes.

For example, assuming that he has the academic prerequisites, it is reasonable to believe that the prospective transfer student might have a better "admissions potential" at an institution which reports a large number of on-campus and off-campus facilities such as Southern Mississippi University (with its answer: "Several hundred—all you can send us.") than he might have at an institution which reports a significantly smaller number of living spaces, such as will be reported below.

Again the preceding statements are generalizations, but they do help to indicate to the prospective transfer student where he might apply and have a better chance for admission, providing he has the measurable potential for completion at that institution.

The institutions and their responses are grouped below for the reader's appraisal. In Group I will those senior institutions which indicated the number of on-campus and off-campus housing facilities available for transfer students after their first two successful years at a junior or community college. In most instances, the complete responses of the institutions have been cited. In Group II will be those schools which had responded to all of the previous inquiries of the questionnaire but which did not respond to this fifth inquiry.

Although this inquiry was directed to the Fall of 1970-71, the responses that it elicited help the reader to understand, if only partially, the "admissions potential" which can be measured or

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felt from an awareness of the amount of housing facilities which a college or university might available have for transfer students into their junior classes.

Group I—Those institutions which indicated the number of the on-campus and-or off-campus housing facilities available for the prospective transfer from the two-year college, transfers into the junior class:

1. Arkansas State University (State University, Ark.) Have plentiful facilities for both on-campus and off-campus students.
2. Atlantic Christian College (Wilson, N. C.) "25 on campus girls—25 off campus boys."
3. Austin Peay State University (Clarksville, Tenn.) "100" (No further qualification)
4. Averett College (Danville, Va.) "No limitation."
5. Belmont College (Nashville, Tenn.) "We can accommodate up to 75 men and 75 women for on campus housing for the fall semester, 1970. We can accept up to 100 men and 100 women as off campus students for the fall semester."
6. Benedict College (Columbia, S. C.) "Between 100 and 150." (No further qualification)
7. Blue Mountain College (Blue Mountain, Miss.) "About 20 on campus"
8. Berry College (Mount Berry, Ga.) "50-75" (No further qualification)
9. Brenau College (Gainesville, Ga.) "On-campus—25 or 30."
10. Campbell College (Buies Creek, N. C.) "I would anticipate our being able to accept in transfer in the fall next year, as many as 200 men and from 150 to 175 women."
11. Carson-Newman College (Jefferson City, Tenn.) "Dorm spaces for single women only limitation (approx 200-250)"
12. Catawba College (Salisbury, N. C.) "For the 1970-71 academic year we have space for ten boarding men and twenty commuting men. We also have space for twenty commuting women."

13. Centenary College (Shreveport, La.) "Ample for both men and women."
14. Centre College (Danville, Ky.)
15. The Citadel (Charleston, S. C.) "All members of the cadet corps must live on campus."
16. Clemson University (Clemson, S. C.) "Spaces for transfers are available on the same basis as those for other students. Spaces in the dormitories are available for accepted students. Married students desiring an apartment on or off campus and single students desiring off-campus housing must make advanced plans to secure these accommodations."
17. Coker College (Hartsville, S. C.) "We have completed a new dormitory so we will have space available. Coker has also become a co-ed institution."
18. College of the Ozarks (Clarksville, Ark.) "56 per cent live on-campus; 44 per cent live off-campus."
19. Columbia College (Columbia, S. C.) "10 spaces on campus for girls. We could accept 50 day students in upper level courses."
20. David Liscomb College (Nashville, Tenn.) "On-campus (reserved for transfers): 75 for women, 75 for men: 150 total spaces. Relatively unlimited off-campus space is available for eligible day students. The student must make his own arrangements."

21. Delta State College (Cleveland, Miss.) "We could take care of your students who might be interested on-campus. We have no control over off-campus living spaces."
22. Duke University (Durham, N. C.) "50-75 men and women combined. In general, transfer students must have better than a B average for admission due to keen competition for a limited number of living spaces."
23. East Carolina University (Greenville, N. C.) "Approx. 100" (No further qualification)
24. East Tennessee State University (Johnson City, Tenn.) "I don't have a count on the number of living spaces available, but there are always rooms either in town or on the campus for as

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many students as we can take. We have apartments for married students, a trailer village for student owned trailers, and these must be married students also, and of course dormitory space for single people."

25. Eastern Kentucky University (Richmond, Va.) "200" (No further qualification)

26. Elon College (Elon College, N. C.) "All dormitory vacancies are filled for next fall (1970), however, we are able to consider commuters for the 1970 fall term. Normally we enroll about 100 transfer students each year."

27. Emory & Henry College (Emory, Va.) "We will have openings for approximately 40 to 50 transfer students next fall. This will included students transferring from both junior and senior colleges."

28. Florida Institute of Technology (Melbourne, Fla.) "On-campus housing is available for approximately 650 single students. Temporary housing off-campus can be arranged for additional students on a waiting list for combinations on campus."

29. Florida Southern College (Lakeland, Fla.) "100—We welcome applications."

30. Furman University (Greenville, S. C.) "Next fall, the fall of 1971, we'll probably have around 50-100 spaces available for transfer students."

31. George Mason College (Fairfax, Va.) "NONE - No dormitories available."

32. George Peabody College for Teachers (Nashville, Tenn.) "150" (No further qualification)

33. Georgia Southern College (Statesboro, Ga.) "A total of 1086 spaces are available for both juniors and seniors fall quarter. This includes on-campus and off-campus facilities."

34. Georgia State College at Milledgeville "100" (No further qualification)

35. Greensboro College (Greensboro, N. C.) "With a new women's residence hall, we have space for 50 plus transfers.

36. Grambling College (Grambling, La.) "Approximately 40" (No further qualification)

37. Guilford College (Greensboro, N. C.) "Each fall, approx. 50" (No further qualification)

38. Hampden-Sidney College (Hampden-Sidney College, Va.) "On campus 20-25; generally none off-campus unless his home is in this area."

39. Hampton Institute (Hampton, Va.) "To date, we have had sufficient dormitory space on campus for as many transfer students as have applied. We don't know yet, but it is possible that we may later set a limit on the number of spaces to be allowed transfer students."

40. Henderson State College (Arkadelphia, Ark.) "Adequate for single students. Married: a tight situation."

41. High Point College (High Point, N. C.) "462 spaces on-campus" (No further qualification)

42. Hollins College (Hollins College, Va.) "1970—2-3, 1971—30."

43. Jacksonville University (Jacksonville, Fla.; "open" (No further qualification)

44. Johnson C. Smith University (Charlotte, N. C.) "information not available"

45. King College (Bristol, Tenn.) "on campus only with adequate facilities available for much increased enrollment."

46. Lander College (Greenwood, S. C.) "indefinite—will consider all applicants"

47. Lenoir Rhyne College (Hickory, N. C.) "On a rolling admissions policy. Usually take 30-40 day and 30-40 or more dorm students."

48. Lincoln Memorial University (Harrogate, Tenn.) "On campus 25 men, 25 women. Off campus-married couples only. No University housing off campus."

49. Longwood College (Farmville, Va.) "We do not have a quota for transfer students. All transfers that meet our admissions requirements are accepted if they complete their application before spaces are filled."

50. Loyola University (New Orleans, La.) "200" (No further qualification)

51. Lynchburg College (Lynchburg, Va.) "As a general guide line about 25 per cent of our new students are transfers. Next year we anticipate 700 new students for the fall of 1971. This figure includes freshmen, sophomores, and juniors. All women students must live on campus. Men may live off campus after their sophomore year."

52. Madison College (Harrisonburg, Va.) "Approx. 200" (No further qualification)

53. Mars Hill College (Mars Hill, N. C.) "no limit established"

54. Mary Baldwin College (Staunton, Va.) "5" "No further qualification)

55. Maryville College (Maryville, Tenn.) "25-men, 25-women."

56. Memphis Academy of Arts (Memphis, Tenn.) "Unlimited—the Academy maintains no dormitory facilities."

57. Meredith College (Raleigh, N. C.) "We are full, but we would gladly talk with any interested student willing to go into on-campus temporary housing."

58. Methodist College (Fayetteville, N. C.) "We will have space for both men & women. Space availability will be no problem."

59. Middle Tennessee State University (Murfreesboro, Tenn.) "off-campus, unknown. 40-50 male, 30 female.

60. Mississippi State University (State College, Miss.) "unlimited"

61. Morehead State University (Morehead, Ky.) "can accommodate all students accepted on campus"

62. Newberry College (Newberry, S. C.) "As you might well expect, we can take a considerable number of students in the upper division courses. At the present time, we still have some on-campus housing for such students and would be delighted to consider applications for the coming fall semester."

63. Newcomb College (Women's Division of Tulane

University) (New Orleans, La.) "On-campus accommodations are available to all students from out of the New Orleans area who are accepted for admission."

64. Oglethorpe College (Atlanta, Ga.) "50" (No further qualification)

65. Old Dominion University (Norfolk, Va.) "1000 over all spaces first come, first served, after admission."

66. Ouachita Baptist University (Arkadelphia, Ark.) "We will take all you can send."

67. Pfeiffer College (Misenheimer, N. C.) "No limit. We have considerable space available."

68. Presbyterian College (Clinton, S. C.) "We have approximately ten on-campus spaces remaining for the 1970 junior class for men students only. There are no vacancies for women students. We have approximately ten off-campus housing vacancies for married students only."

69. Radford College (Radford, Va.) "On-campus only—unlimited."

70. Randolph-Macon College (Ashland, Va.) "10" (No further qualification)

71. Roanoke College (Salem, Va.) "We can handle approximately 50 female transfers during the academic year of 1970-71, and approximately 50 male transfers. Most will be housed on campus."

72. St. Leo College (Saint Leo, Fla.) "Space still available. Closing date for admission — July 15."

73. St. Mary's University (San Antonio, Texas) "St. Mary's has four completely air-conditioned student residences and their occupancy includes: Marian Hall (130 male students) Chaminade Hall (278 male students) Chas. Francis Hall (102 male students & Dougherty Hall (176 female students)"

74. Salem College (Winston-Salem, N. C.) "10" (No further qualification)

75. Samford University (Birmingham, Ala.) "We have dormitory facilities for 1210 on campus. Spaces also available in the city of Birmingham."

76. Southern Methodist University (Dallas, Texas) "Varies each year depending on number of continuation students desiring campus housing."

77. Southern University (Baton Rouge, La.) "We have no living space problem. Space may be secured on-campus and off-campus. However, we assume no responsibilities in arranging for off-campus housing."

78. Southeastern Louisiana College (Hammond, La.) "Approximately 800 on campus. None off campus, but mature students may find their own living quarters off campus with consent of their parents."

79. Southwestern at Memphis (Memphis, Tenn.) "As of now, "none" for on-campus. We do not maintain any off-campus living spaces. Some students are accepted as commuting students and they have to find living quarters on their own initiative."

80. Southwestern at Memphis (Memphis, Tenn.) "There are no off-campus living arrangements, 25 on-campus spaces."

81. Stetson University (DeLand, Fla.) "On campus 80, off campus 30"

82. Stratford College (Danville, Va.) "A few" (No further qualification)

83. Sul Ross State College (Alpine, Texas) "300" (No further qualification)

84. Sweet Briar College (Sweet Briar, Va.) "Five spaces on campus; no places off campus."

85. Tarleton State College (Stephenville, Texas) "We have adequate housing available on-campus. There are non-college owned housing facilities available off campus in the community."

86. Tennessee Technological Institute (Cookesville, Tenn.) "Unlimited—We take as they come."

87. Tennessee Wesleyan College (Athens, Tenn.) "25" (No further qualification)

88. Texas Christian University (Fort Worth, Texas) "On campus very limited at this time."

89. Texas Tech University (Lubbock, Texas) "Applicants for room reservations should be made early. Texas Tech does not provide for married students."
90. Texas Women's University (Denton, Texas) "No limitations." (No further qualification)
91. Tift College (Forsyth, Ga.) "Approx. 50 on-campus spaces."
92. Transylvania University (Lexington, Ky.) "On campus — Female: 10 Male: 20"
93. Trinity University (San Antonio, Texas) "None" (No further qualification)

94. Tulane University (New Orleans, La.) "In the fall of 1970 students beyond the freshman year are being permitted for the first time to live off-campus if they so desire. It is anticipated that more than sufficient on-campus living spaces will be available for new students."
95. Tusculum College (Greenville, Tenn.) "All non-residents except married students must live on campus. Approx. 50 spaces available."
96. Tuskegee Institute, Ala.) "Enrollment open; no quota set."
97. Union College (Barbourville, Ky.) "Off campus—no way of knowing. On campus — 30 for Fall, 1970. 75 for Fall of 1971."
98. Union University (Jackson, Tenn.) "On campus 75—off campus 100."

99. University of Alabama (University, Ala.) "750" (No further qualification)
100. University of Dallas (Dallas, Texas) "Off campus arrangements are made by qualified students. 25 spaces on-campus available. All students must live on-campus unless out of High School 8 semesters.

101. University of Florida (Gainesville, Fla.) "Unknown; however, on-campus for transfers is very limited. Off-campus is private housing and is plentiful."
102. University of Houston (Huston, Texas) "2200 on cam-

pus—1000 off campus. No distinction as to classification of housing."

103. University of Louisville (Louisville, Ky.) "Can accommodate" (No further qualification)

104. University of Miami (Coral Gables, Fla.) "We have been enrolling 14-1500 transfer students in Sept. 400-500 in January, and approx. 22200-250 over both summer sessions. As a general guideline, transfers who wait until May to apply usually experience some difficulty in obtaining on-campus housing. All transfer students may live off-campus if they choose to."

105. University of Mississippi (University, Miss.) "Adequate—all undergrad. live on campus."

106. University of North Carolina at Charlotte "The University has residence halls for 500 men and 500 women."

107. University of North Carolina at Greensboro "175" (No further qualification)

108. University of North Carolina at Wilmington "200 off-campus — we have no dorms."

109. University of Richmond (Richmond, Va.) "50-75" (No further qualification)

110. University of Southern Mississippi (Hattiesburg, Miss.) "Several hundred — all you can send us. Male, female, married students."

111. University Southwestern Louisiana (Lafayette, La.) "Both on-campus and off-campus living spaces are available for a transfer student."

112. University of Texas at Austen "??—Most people live off campus-housing is available."

113. University of Virginia (Charlottesville, Va.) "Off campus 550. On campus 100."

114. Vanderbilt University (Nashville, Tenn.) "150" (No further qualification)

115. Virginia Commonwealth University (Richmond, Va.) "Uncertain at this time. Suggest you contact Director of Housing."

116. Virginia Military Institute (Lexington, Va.) "No

quotas are set for transfers. All cadets live on campus in the cadet barracks."

117. Virginia Polytechnic Institute (Blacksburg, Va.) "On-campus: approx. 275 men and 100 women. Off-campus: 175 men and 50 women."

118. Virginia Wesleyan College (Norfolk, Va.) "40" (No further qualification)

119. Wake Forest University (Winston-Salem, N. C.) "150 for Fall, '70" (No further qualification)

120. Wesleyan College (Macon, Ga.) "25" (No further qualification)

121. Western Carolina University (Cullowhee, N. C.) "100-women, 100 men."

122. Wofford College (Spartanburg, S. C. "About 10 on-campus and unlimited acceptance for off-campus students, but all off-campus students have to provide their own housing."

Group II—Those schools which generally responded to the questionnaire but, perhaps, mistakenly, did not have a response for this fifth inquiry. The schools in this group, along with those in group I, were used in the tabulations in the first four inquiries.

1. Bennett College (Greensboro, N. C.)
2. North Carolina State University at Raleigh
3. North Carolina Wesleyan College (Rocky Mount, N. C.)
4. University of Corpus Christi (Corpus Christi, Texas)
5. University of Tampa (Tampa, Fla.)

Chapter Six

A Conclusion

Gayle G. Wilson, Executive Director of Admissions at the University of Michigan, is a recent issue of **"College and University,"** the professional journal for the American Association of Collegiate Registrars and Admissions Officers, discusses the inevitability of change in the transfer admissions policies and procedures at senior institutions. Indeed, he states that these changes are not only inevitable but that they are long overdue.

In his article ("The Impact of Transfer Admissions in the Next Decade"), Mr. Wilson points out that although junior colleges in America are not a new phenomenon, having been around since the turn of the century, it has been only in the last few years that the number of student enrolled in the two-year schools has been significant enough to have a substantial impact on the admissions policies and procedures of the senior colleges and universities. He emphasizes this growing impact by pointing out the fact that in 1969, nationally, one out of every three first-time college students enrolled in two-year institutions and that it is now predicted that in the next decade

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more than one-half of all students who enter college will be enrolling in two-year institutions.

When one considers the above statements with this compiler's statement that approximately 80 per cent of the students at some two-year colleges which he has investigated actually plan to transfer to senior institutions, then one can begin to understand the magnitude of impact on senior college admissions policies and procedures which will emerge. If one goes further and studies the various published reports of many states concerning their professed plans to establish "county colleges" to serve the increased demand for more education, then one becomes even more convinced that significant and substantial changes concerning the transfer admissions policies and procedures are clearly inevitable and long overdue.

This survey, **A STEP AHEAD**, has attempted to bring out the fact that changes are taking place; and it is hoped that as more do take place, the result will be more quality education and more options for the student who now enrolled in a junior or community college.

There is little doubt here in North Carolina that changes are taking place when one reads a late publication of the North Carolina State Board of Higher Education, entitled **Policies of Senior Colleges and Universities Concerning Transfer from Two-Year Colleges in North Carolina.** In the preceding work, there is evidence that the senior colleges and universities, whether private or public, are not waiting for the full impact to hit them before there are changes: they are initiating significant changes "now" which address themselves directly to the problems of transfer. It is also evident from reading this one state publication that more and more states are going to have to initiate such attempts at articulation to avoid the pitfalls of changes which are not the product of reasoned or clearly programed thought. Senior institutions are going to have to show immediate efforts at changing their transfer admissions policies and procedures, or they are going to suffer in

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enrollments and in loss of continued support from their constituencies.

A STEP AHEAD has been an effort to make available to interested readers institutions which have seen the coming tide and which have strengthend their capacities to meet the challenge.

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Chapter 7

What the Student Should Know About the Draft Lottery

Because most who read this text will be directly involved with college students, it has been decided that there should be a unit included which addresses itself to some of the problems which a non-veteran male student may encounter when he attempts to meet his obligations to the Selective Service System. Hence, the next few pages will be a presentation of material made available from the national headquarters of Selective Service System.

Before we proceed any further into the discussion, the reader should understand that there is a distinct possibility that student deferments, per se, may be coming to a close. Timothy D. Kelly, Director of Public Relations for the National headquarters of the Selective Service System in Washington, D. C., has stated to this writer that there is a real likelihood that in the next few months Congress may give the President the power to "phase-out" student deferments. Mr. Kelly wanted to stress "phase-out" because students now enrolled in institutions of higher education would not be in the position of losing deferments. However, the move by Congress and the President could mean, if it does in fact materialize, that "entering" Freshman for 1971-72 would not have the right of deferment. Again, the preceding is only supposition; however, the reader should bear in mind that changes could materialize and have significant refercussions on future college and university students.

With the above in mind, the following represents information released by the Selective Service System for public concern.

The United States government adopted a "lottery" type draft induction late in 1969 as a major revision in the draft selection process.

Coupled with a decision to make major deferment changes, the lottery was designed to assure equality in determining who would be called to meet the military manpower needs.

On November 16, 1969, the Random Selection—or draft lottery—was made into law. The lottery assigned numbers to every draft eligible man by matching the number drawn by lot with a birthdate.

The first drawing was held in December, 1969 to assign numbers to all the young men who by January 1, 1970, would have reached the age of 19 but not the age of 26.

The first lottery was different from all that will follow in that men from 19 to 26 were included to insure that all men then currently eligible for the draft would not escape numbers to every man who reaches his 19th birthday during that calendar year.

For example, a young man reaching the age of 19 during the year 1970 would obtain his lottery number from the drawing held on July 1, 1970. Someone reaching the age of 19 during 1971 would receive his number from the 1971 drawing, and so on.

It should be pointed out that once a lottery number has been assigned to a young man in a drawing, he will retain that number until he is no longer subject to the draft.

Purposes

The purposes of random selection are:

—To restrict the obligation of military service primarily to the calendar year following the year of a man's 19th birthday, except in cases of deferments. Previously, eligibility started when a man turned 19 and usually ended with his 26th birthday. Now, if he hasn't been called in the calendar year in which he is I-A and is a member of the prime selection group, it is very unlikely that he will be called.

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—To make clear the degree of a young man's likelihood of being called, allowing him to plan his life accordingly.

—To spread the draft evenly among registrants when not everyone is not needed.

ADVANCE TIME

By scheduling the drawing early each year, there will be an extended period before the new numbers will become effective. During this time physical examinations will be given to registrants with lower numbers. The law also provides that any registrant may request a physical examination at the earliest possible time.

Thus, a man who has reached his 19th birthday and has a low lottery number will know before January 1 whether he is qualified for induction. Of course, the lower his lottery number, the better his chances of receiving an induction notice.

Induction Call

When a call is received by a local board for a specified number of men to be delivered for induction, the local board selects and issues orders to report for induction to the number of men required to fill the call from among its registrants who have been classified in Class I-A or I-A-O and who have been found acceptable for service.

In order to be called, a registrant must hold a random selection number which has been "reached". He will be ordered to report in a primary selection group immediately following the group made of those registrants coming off a procedural delays or those registrants who volunteered for induction.

CHANGES IN DEFERMENTS

Major changes in the deferment policies of Selective Service were announced by the President on April 23, 1970. At that time he eliminated future occupational and child support deferments and asked Congress for authority to end deferments for educational purposes. Hardship and conscientious objection

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classifications, among others, are not affected by the President's actions.

SIZE OF DRAFT POOL

Census Bureau estimates show that about 1.8 million men reach the age of 19 each year. Of these, about 45 of each 100 will be found to be either mentally or physically unfit to serve in the Armed Services. Others will receive certain disqualifying deferments or classifications, and still others will enlist voluntarily in a service branch of their choice.

The rest of the men will form the draft eligible pool from which the Selective Service will choose according to the lottery system.

Added to Pool

Along with these qualified 19 or 20 year olds, men whose deferments have just terminated will be added to the pool and called for induction when their random sequence numbers are reached.

Together, these men form the First Priority Selection Group, and this is the only group from which men will normally be ordered for induction.

The order of call for induction for the First Priority Selection group is:

(1) Volunteers who have not attained the age of 26 years, in the sequence in which they have volunteered for induction.

(2) I-A men ranked in the current year's primary selection group by lottery number.

NOTE: There is a special Extended Priority category for nonvolunteers who were I-A at the end of the previous year and had been reached by their local board but were not inducted due to low draft calls. These men will be "carried over" to the next year and will be eligible for induction for the first three months of that year.

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Mobilization

Beyond these three categories, orders for induction are not likely except in the case of national mobilization. Should such an event occur, the next group of men to be called by lottery number would be, I-A registrants in the second through seventh priority groups, followed by registrants who reach the age of 19 during the year but who are not yet 20—oldest first, followed by men who reach the age of 26—youngest first; and ending with registrants who reach the age of 18½ but not yet 19, oldest first.

Lottery—Questions and Answers

Here are a number of questions frequently asked about Random Selection:

Q. Once I Am Given A Number In The Drawing, Do I Keep That Number?

A. Yes, that number—which is a random ranking of your birthday and the birthdays of all the other men in your lottery group—never changes. Don't be confused by the fact that each year a new drawing is held to determine new numbers for men reaching the age of 19.

Q. I Received My Number Last Year While I Was In College, And Now I Am Due To Graduate And Lose My Student Deferment. Where Do I Fit Into The Draft Pool?

A. You will take your place in the current First Priority Selection Group according to the number you were originally given in the drawing. If you have a low number and are classified I-A, your chances of being drafted are great; if you have a high number, your chances are greatly decreased.

Q. Suppose I Have Managed To Appeal And Otherwise Hold Off Being Drafted Until Others Holding The Same Number Have Long Since Been Called. What Is My Liability?

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A. You will take a place at the top of the list when your legal recourses have ended. You will be called even if the year in which you would have been called has ended.

Q. If A Local Board Has Gone Through The First 100 Random Sequence Numbers In Filling Its Call, What About The Man Whose Number Was Between 1 And 100 But Who Was Not Called Because He Was Then Deferred And Later Lost His Deferment?

A. He will not escape selection, because each month each local board starts back at random sequence number 1 to fill that month's call and proceeds forward through the list of numbers. Such action insures that registrants who enter the pool during the year because they lost their deferment or exemption after their number had been passed will be selected before men whose number has not yet been reached.

Q. I Have A II-S Student Deferment. Can I Drop This Deferment And Enter The I-A Or I-A-O Pool And Take My Chances On Being Drafted?

A. You may drop your deferment at any time.

Q. If I Enter The Pool Late In The Year And I Am Not Drafted By The End Of December, Do I Go Into The Second Priority Group?

A. Not necessarily. If your random sequence number is lower than the highest number reached by your local board in the calendar year, then your liability will be extended for three months, and you will be drafted before anybody in the next priority group.

On the other hand, if your random sequence number is higher than the highest number reached by your local board during the year, you will enter the second priority group, regardless of the time you have been in the draftable pool.

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Q. I Have A Low Number. Can I Still Join The Reserve Or The National Guard?

A. Yes. You can join a Reserve or National Guard unit any time before your induction order is issued. Processing of the enlistment is, of course, up to the Reserve or National Guard unit. You must, however, be sworn into the unit before your local board mails your induction order.

Q. My Birthdate Was Drawn Number 87 In The Lottery Last Year, And Others With This Number Have Been Inducted This Year. I Am In School And Will Be Until June Of 1973, And Shall I Be Automatically Drafted Because My Number Was Reached This Year?

A. The random sequence number you initially acquired is your number as long as you remain subject to induction for military service. However, it is immaterial whether your board reached your number this year. You will be inducted only if your number is reached during the year of your prime availability.

Q. Presently I Am A Teacher With An Occupational Deferment Which Will Expire In August Of 1971. I Shall Become 26 On September 15, 1971. I Have Number 13 From The Lottery. What Will My Status Be?

A. Orders for induction cannot be issued after age 26 if you received the induction order prior to your birthday.

Q. In February Of 1971 I Shall Turn 19. Do I Enter The Lottery On That Date?

A. No. You will not receive your lottery sequence number until later in 1971, and you will not be eligible for induction until January of 1972.

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Q. I Am 19 Years Old, In This Year's Prime Eligibility Group, Have No Basis For Deferment, And Have Sequence Number 300. If I Am Not Inducted This Year, Can I Be Inducted Next Year Or In Subsequent Years?

A. You are liable for induction to age 26 (or to age 35 if you are or have been deferred). Next year you will have a decreased vulnerability, and unless there is a major national emergency you will not be called.

Q. I Have Sequence Number 250. If I Want To Volunteer For Induction, Will My Local Board Wait Until It Reaches Sequence Number 250 Before It Will Accept Me As A Volunteer?

A. No. It may accept you as a volunteer prior to reaching your random sequence number in the induction processing.

Q. My Birthday In The Lottery Gave Me Sequence Number 250, And I Shall Be In Class I-A Next Year. Can I Absolutely Count On Not Being Inducted?

A. No, you cannot absolutely count on not being inducted. However, if current draft levels remain at their present level, your number should not be reached.

Q. I Am 19 Years Old And Now Have An Argicultural Deferment. My Random Sequence Number Is 255. If Sequence Number 255 Is Not Reached In 1970 In My Local Board, Will I Be Liable For Induction When My Deferment Ends In 1971?

A. You may or may not be reached for induction in 1971. You will still have sequence number 255. If your local board reaches random sequence number 255 in 1971, you will be subject to induction. If they do not reach 255, you will not be called.

(Published for your information)

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When You Want Information About Chowan College

Write to . . .

PRESIDENT OF THE COLLEGE
General matters pertaining to the College

DEAN OF THE COLLEGE
Academic life and faculty, curricula, courses, and Summer School Bulletin

DEAN OF STUDENTS
Student Affairs (including social regulations and discipline)

DIRECTOR OF DEVELOPMENT
Programs concerned with College relations and development

DIRECTOR OF ADMISSIONS
Admission of Freshmen and Transfer Students, Expenses, loan funds, Scholarships, and Regular Session Catalog

DIRECTOR OF SCHOOL OF GRAPHIC ARTS
Matters concerning the Graphic Arts Program at Chowan College

DIRECTOR OF ATHLETICS
Matters concerning the Athletic Programs at Chowan College

DIRECTOR OF HOUSING
Student Housing Assignments

BUSINESS MANAGER
Business matters, other than student expenses

REGISTRAR
Evaluation of credits

Preliminary Application Directions

1. Fill out the preliminary application form above and mail it to the following:

   DIRECTOR OF ADMISSIONS
   Chowan College
   Murfreesboro, N. C. 27855

2. Submit the above form and an application fee of $10.00. Send check or money order made payable to Chowan College. DO NOT send cash. (This fee is non-refundable and not credited to the student's account. It is an application processing fee.)

3. Have your College Board Scores sent from the Princeton testing center directly to Chowan College.

4. If you have attended any other college or university (extension or otherwise), request the Registrar of that institution to send an official transcript of your record.

5. When Chowan College receives the preliminary application, a detailed application packet will be mailed immediately to you. This packet must be filled out and completed according to the directions indicated and returned to Chowan College before the Director and the Committee on Admissions can begin its consideration of your application for admission.

CHOWAN COLLEGE

PRELIMINARY APPLICATION FOR ADMISSION

(This preliminary application must be accompanied by a fee of $10.00)

Chowan College is operated on a non-discriminatory basis
as regards race, creed, or color.

Date .....

Name (print) .....

Street or R.F.D. .....

Town or City ..... State .....

Zip Code ..... Age ..... Sex .....

Name of Parent or Guardian .....

Name and Address of High School from which you have been,

or will be graduated: .....

Date of High School graduation .....

Have you ever attended a college or university or have you ever taken a course for credit at a college or university?

Yes ..... No .....

If YES, names and addresses of colleges or universities you have

attended .....

When do you plan to enroll at Chowan College:

Sept. 19.....; Jan. 19.....; Summer Session 19.....

Have you taken the College Board Scholastic Apitude Test? .....

Have your scores been sent to Chowan College? .....

(over)

I am applying for admission as (Please check two of the following):

(1) Freshman..... Transfer..... Re-Entry.....

(2) Boarding..... Day or Commuting Student.....

Special (less than full-time).....

Remarks .....

.....

.....

Signature.....

The College can be reached by telephone:

MURFREESBORO, N. C. 919-398-4101

All correspondence to the College should be addressed to the particular party or office with the following:

Drawer 37
Chowan College
Murfreesboro, N. C. 27855

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CHOWAN COLLEGE

PRELIMINARY APPLICATION FOR ADMISSION

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Date.....

Name (print) .....

Street or R.F.D. .....

Town or City ..... State .....

Zip Code ..... Age ..... Sex.....

Name of Parent or Guardian .....

Name and Address of High School from which you have been,

or will be graduated: .....

Date of High School graduation .....

Have you ever attended a college or university or have you ever taken a course for credit at a college or university?

Yes..... No .....

If YES, names and addresses of colleges or universities you have

attended .....

When do you plan to enroll at Chowan College:

Sept. 19.....; Jan. 19.....; Summer Session 19.....

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(over)

1983

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Remarks .....

.....

.....

.....

Signature .....

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as regards race, creed, or color.

Date.....

Name (print) .....

Street or R.F.D. .....

Town or City ..... State .....

Zip Code ..... Age ..... Sex.....

Name of Parent or Guardian .....

Name and Address of High School from which you have been,

or will be graduated: .....

Date of High School graduation .....

Have you ever attended a college or university or have you ever taken a course for credit at a college or university?

Yes..... No .....

If YES, names and addresses of colleges or universities you have

attended .....

When do you plan to enroll at Chowan College:

Sept. 19.....; Jan. 19.....; Summer Session 19.....

Have you taken the College Board Scholastic Apitude Test?.....

Have your scores been sent to Chowan College?.....

(over)

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(1) Freshman..... Transfer..... Re-Entry.....

(2) Boarding..... Day or Commuting Student.....

Special (less than full-time).....

Remarks .....

.....

.....

Signature.....

The College can be reached by telephone:

MURFREESBORO, N. C. 919-398-4101

All correspondence to the College should be addressed to the particular party or office with the following:

Drawer 37
Chowan College
Murfreesboro, N. C. 27855

Order Form for Student, Teacher, Counselor

A STEP AHEAD ($2.00 per copy)

Here is my check or money order for ..... (copy or copies) of A STEP AHEAD. Please send the order to the following address:

Your Name.....

Address .....

City ..... State .....

Zip Code .....

Please make your check or money order payable to the Chowan College Development Fund and mail it and this order form directly to:

Office of the Registrar
Chowan College
Murfreesboro, N. C. 27855

(All orders will be filled immediately upon receipt of the above address and fee per copy.)

Order Form for Student, Teacher, Counselor

A STEP AHEAD ($2.00 per copy)

Here is my check or money order for ..... (copy or copies) of A STEP AHEAD. Please send the order to the following address:

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City ..... State .....

Zip Code .....

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Murfreesboro, N. C. 27855

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